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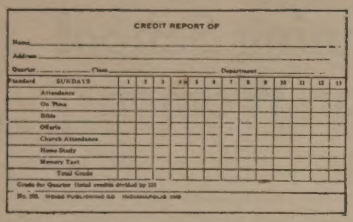
CREDIT REPORT OF

Name

Address

Quarter Class Department

Standard	SUNDAYS	1	2	3	4 M	5	6	7	8	9	10	11	12	13
	Attendance													
	On Time													
	Bible													
	Offerin													
	Church Attendance													
	Home Study													
	Memory Text													
	Total Grade													

Grade for Quarter (total credits divided by 13)

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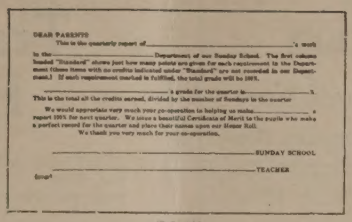

DEAR PARENTS:

This is the quarterly report of _____'s work in the _____ Department of our Sunday School. The first column headed "Standard" shows just how many points are given for each requirement in the Department. Others items with no credits indicated under "Standard" are not recorded in our Department.) If each requirement marked is fulfilled, the total grade will be 100%.

_____%

This is the total all the credits earned, divided by the number of Sundays in the quarter

We would appreciate very much your co-operation in helping us make _____ a perfect record for the quarter and place their names upon our Honor Roll.

We thank you very much for your co-operation.

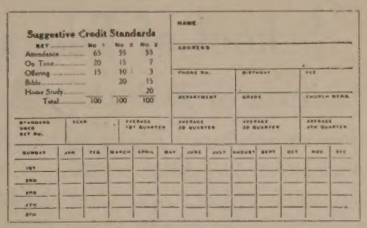
_____ SUNDAY SCHOOL

_____ TEACHER

(over)

(M 42)

(Reverse side of card)


Suggestive Credit Standards

KEY	No. 1	No. 2	No. 3
Attendance	65	55	55
On Time	20	15	7
Offering	15	10	3
Bible		20	15
Home Study			20
Total	100	100	100

NAME

ADDRESS

PHONE No. BIRTHDAY AGE

DEPARTMENT GRADE CHURCH MEMB.

STANDARD USED KEY No. YEAR AVERAGE 1ST QUARTER AVERAGE 2D QUARTER AVERAGE 3D QUARTER AVERAGE 4TH QUARTER

SUNDAY	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPT.	OCT.	NOV.	DEC.
1ST												
2ND												
3RD												
4TH												
5TH												

No. 37, Price 60c per 100

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"Train up a child in the way he should go, and even when he is old, he will not depart from it."

If we train a child to attend Sunday School and ask nothing more, that is all we may rightfully expect of him—the habit of going to Sunday School. This is very well as far as it goes, but today we are expecting more than the formation of that one habit in our Bible Schools. For instance, a Junior (9, 10 or 11 years of age) should not only be regular in attendance and on time, but he should be familiar with his Bible and carry it, should give regularly, should study it and memorize certain portions, and he should be encouraged to attend the church service.

The best way to urge or require these things is to recognize the pupil when he does them. Prizes are not only expensive, but they encourage that feeling of being paid for "doing good." Therefore, public recognition and "marking" gain more satisfactory results. Many schools have realized the value of this system and are now marking each pupil for what he actually does. The above cut shows our new Credit Report. The standard may be made to fit the individual needs of your department or school. We suggest standards as follows:

	Beginners	Primary	Junior	Intermediate	Young People and Adults
Attendance	100%	45%	25%	25%	
On Time		15%	15%	15%	
Bringing Bible	Use No. 37 card	(not required)	10%	10%	Use No. 37 card shown on next page
Offering		10%	10%	10%	
Church Attendance		(not required)	10%	15%	
Home Study		20%	25%	25%	
Memory Text		10%	5%		

Grading in this way gives the pupil something to work for. If he makes an average of 75% for one month, his name should be placed on a class roll (our No. 89-S is splendid for this purpose) showing the average per cent he made for the month. If he makes an average of 90% for one quarter, then his name should be placed on a larger roll before the whole department or school. Also he should be given a Certificate of Merit, which he may keep. No. 83 Certificate of Merit may be used.

At the end of the quarter the report card should be sent home to the parents. The reverse side of our Credit Report Card contains a message to the parents which explains the simple system of marking and asks for their co-operation. The use of these cards has worked wonders in the many schools which are now using them, and they are indorsed by many of our leading Bible School leaders.

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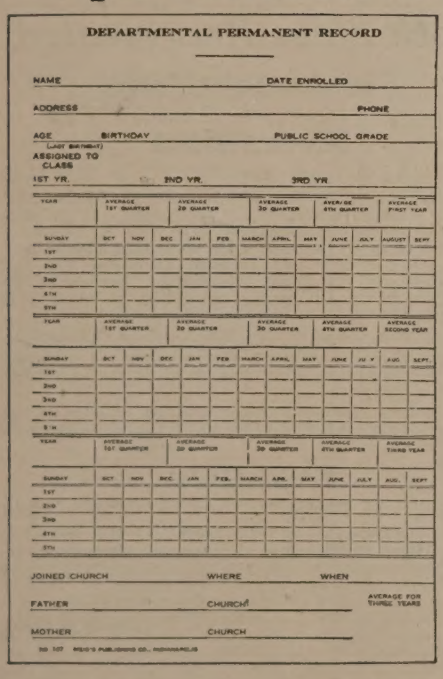
DEPARTMENTAL PERMANENT RECORD

NAME DATE ENROLLED

ADDRESS PHONE

AGE BIRTHDAY PUBLIC SCHOOL GRADE

(LAST BIRTHDAY)

ASSIGNED TO CLASS

1ST YR. 2ND YR. 3RD YR.

YEAR	AVERAGE 1ST QUARTER	AVERAGE 2D QUARTER	AVERAGE 3D QUARTER	AVERAGE 4TH QUARTER	AVERAGE FIRST YEAR
SUNDAY	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPT.
1ST												
2ND												
3RD												
4TH												
5TH												

YEAR	AVERAGE 1ST QUARTER	AVERAGE 2D QUARTER	AVERAGE 3D QUARTER	AVERAGE 4TH QUARTER	AVERAGE SECOND YEAR
SUNDAY	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUG.	SEPT.
1ST												
2ND												
3RD												
4TH												
5TH												

YEAR	AVERAGE 1ST QUARTER	AVERAGE 2D QUARTER	AVERAGE 3D QUARTER	AVERAGE 4TH QUARTER	AVERAGE THIRD YEAR
SUNDAY	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUG.	SEPT.
1ST												
2ND												
3RD												
4TH												
5TH												

JOINED CHURCH WHERE WHEN

FATHER CHURCH AVERAGE FOR THREE YEARS

MOTHER CHURCH

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For Superintendent and Secretary

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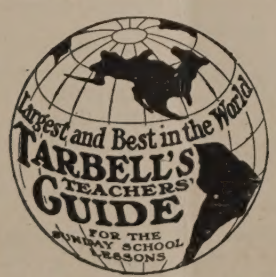

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FOR CHURCH SCHOOL WORKERS

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Representing Thirty-Six Evangelical Communions and Fifty-Six State and Provincial Councils

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ANNUAL MEETING OF THE INTERNATIONAL COUNCIL

By Hugh S. Magill

THE regular annual meeting of the International Council of Religious Education, including the meetings of the Board of Trustees, of the Committee on Education, and of the Professional Advisory Sections, will be held in Chicago, at the Hotel Sherman, February 9 to 17, 1927.

Since the International Council was organized it has held its annual meeting in Chicago during the month of February, with the exception of 1926, when the Council met at Birmingham, Alabama, in April, at the time of the Quadrennial Convention. The Committee on Education has met for the past three years during the first week in December, usually at Columbus, Ohio. The Professional Advisory Sections until last year met in February, just prior to the meeting of the Council. By special arrangement these sectional meetings were held in 1925 at Columbus, Ohio, just preceding the meeting of the Committee on Education.

By action of the International Executive Committee at the Birmingham meeting, it was voted that in 1927 the Committee on Education should meet immediately preceding the annual meeting of the Council, and that the Professional Advisory Sections should meet just before the Committee on Education. Each of the Professional Advisory Sections elects a member of the Committee on Education and each Section reports to the Committee on Education on all questions of educational policy. The Committee on Education makes its report to the International Executive Committee.

On Wednesday, February 9, beginning at 9:30 a. m., will be held a special conference on Vacation Church Schools. On Thursday, February 10, beginning at 9:30 a. m., will be held a special conference on Weekday Schools of Religion. Members of all the Professional Advisory Sections are invited to attend both of these conferences.

On Friday and Saturday, February 11 and 12, will be held the annual meetings of the Professional Advisory Sections, as follows: (1) Children's Work; (2) Young People's Work; (3) Adult Work; (4) Directors of Religious Education; (5) Denominational Editors; (6) Denominational Publishers; (7) International and National Executives; (8) State and Regional Executives; (9) City Executives; (10) Professors of Religious Education; (11) Weekday Religious Education; (12) Vacation Church Schools; (13) Leadership Training; (14) Negro Work.

The Committee on Education will hold a preliminary meeting on Saturday evening, February 12, and regular meetings on Monday and Tuesday, February 14 and 15. The Board of Trustees will hold its regular meeting on Tuesday evening, February 15, at 7:30. The International Executive Committee, which in accordance with the amended by-laws is the International Council, will meet on Wednesday and Thursday, February 16 and 17. The members of the Professional Advisory Sections are invited to attend the meetings of the Committee on Education, and the members of the Committee on Education and of the Professional Advisory Sections are invited to attend the meetings of the International Council.

The meetings of the Professional Advisory Sections, of the Committee on Education, of the Board of Trustees, and of the Council will be held in the Hotel Sherman, which is a down-town hotel on the northwest corner of Clark and Randolph Streets. With its new addition it has 1700 rooms, each with bath. Ample provision has been made for meeting rooms for all the different committees and sections of the Council. Rates for single room and bath will be $3.00 per day and up; double rooms with bath, $5.00 per day and up. *Positive assurance is given by the management that rooms at the minimum rates will be provided for all who wish that priced rooms.* Reservations should be made directly with the hotel. Address Ernest Reul, Assistant Manager, Hotel Sherman, Chicago, Illinois.

The new arrangement of holding the meetings of the Professional Advisory Sections, of the Committee on Education, and of the Board of Trustees and Council at the same time and place will bring together the denominational and interdenominational leaders of North America engaged in all the different phases of religious education. This assures a meeting of unusual interest and importance. Among the chief attractions are the opportunities afforded for personal and group conferences of those having common interests in the great developing movement of religious education.

JESUS CHRIST INTERCESSOR

By H. R. Niebuhr*

THE prophetic view of Jesus, emphasized today, certainly adds much to our understanding and appreciation of His character. Yet the ancient church, close as it was to Jesus in many ways, did not find the category of prophecy sufficient for the explanation of His character and work. Neither in Paul nor in the fourth Gospel nor in the epistle to the Hebrews is Jesus represented primarily as prophet. The unknown author of the last of these documents gave expression to a thought which, perhaps, the others shared with him in part when he pictured Jesus in the role of a supreme High Priest, "who ever liveth to make intercession for us" and who offered himself in propitiation for our sins. The fourth gospel does not refer to Jesus in just such phrases, but the great prayer recorded in the seventeenth chapter is named "The High Priestly Prayer," with some justification.

*President, Elmhurst College, Elmhurst, Illinois.

When we survey the somewhat more objective reports of the life of Jesus given us in the first three gospels, we find, indeed, that this characterization of the Master as Intercessor and Priest is not inapplicable to Him. Jesus, like those two prophets whom He resembled most and whom tradition connects with the priesthood, Hosea and Jeremiah, spoke not only for God to men after the fashion of the prophet but assumed the priestly character as well, speaking for men to God. Not only does He cry, "Father forgive them, they know not what they do," not only does He intercede for Peter that his faith may not fail, and offer supplication for the sick brought to Him for healing, but His whole life is a life of intercession.

The meaning of the temptation lies largely in the Master's identification of Himself with the world's sin and misery. Although the favored Son of God, He did not stand apart from men. Granted His identification of Himself with men, it is evident what the character of His prayers must have been and the conclusion is verified by what little has been reported about Jesus' communion with God. The intercession of Jesus does not stop with the prayers He utters in the early morning hours on the hilltops or in moments of need and crisis. His life itself becomes an intercession which finds its climax in the cross. The reconciliation of men to God is for Jesus no problem for theological speculation or psychological analysis, but a pressing practical need. He is constrained by His love for men, by His more than common awareness of the exceeding sinfulness of sin and of the peril of the soul threatened by degradation, to offer himself in intercession for His brothers. It is not an act of the priest who offers a ritual prayer and slays a bullock or sheep in propitiation of an angry God. Jesus' intercession is the activity of a priest of a different order, whose God is not an angry Deity, whose prayer is not an acted part and whose sacrifice is the sacrifice of Himself.

* * *

INTERCESSION means in Jesus' case, and so also in Christianity, the prayer of trust in the love of God. Too often the idea of intercession is connected with the concept of an angry judge. One searches in vain in the gospels for this theology. The God of Jesus is no destructive and angry potentate but the forgiving father of prodigal children. But does not this conception make intercession unnecessary? Is not the role of Jesus, in that case, only the prophetic, teaching role, whereby He reveals this God to men? What room is there for intercession, by prayer or sacrifice? There is a kind of intercession all men know from experience which is not associated with the idea of reconciliation of the angry.

Wherever prayer is vital, unspoiled by philosophical reflection and psychological analysis, it includes an expression of love and concern for others. Men naturally pray for their own self-preservation, but they are still more easily led to prayer by the peril of those they love. Where other help has failed or where the need is great, men will turn to God with intercession, not because He is angry but because He can help. Jesus' intercession, the matchless intercession of the cross, is like that. It is the spontaneous expression of love, of a love so sublime that it includes the enemy as well as the friend. The greatness of the intercession is the measure of the greatness of the loyalty. Such intercession is effective, primarily on men. The intercession itself is an intervention. So much is this the case that ever afterwards it is true that God was in Christ reconciling the world unto Himself. The love that intercedes for salvation is itself the saving love.

* * *

WE FIND another suggestion as to the meaning of Christ's intercession in the common experience of guilt. Guilt raises barriers difficult to overcome. Even though the offended party continues to have faith in the wrongdoer the latter cannot take an attitude of complete reliance on the one he has offended. The debtor flees his creditor not only because he does not wish to be reminded of his debt, but also because he cannot but suspect the latter's scorn of him. Someone else must do the guilty man's trusting for him if he is to be re-established in his trust of the other and of himself. That was and is the role of Jesus. He not only shows men how to trust in God, but identifying Himself with them, as one of them, by His very act of trustfulness, He restores the lost relationship. The word intercession is too narrow for this social act, but the term must not hide the fact it is meant to express.

Cannot something more be said of the intercession of Jesus? Does prayer make a difference to men alone and not a difference to God? In these psychological days we have allowed ourselves to be forced, all too frequently, into strangely narrow and inadequate conceptions of the function of prayer as of thought in general. Prayer, some seem to think, is only meditation, auto-suggestion and suggestion. Intercession, from this point of view, may help the interceder to become more socially minded but has no other consequence save as the one he is interceding for may learn about the intercession. Certainly prayer is meditation and suggestion. But there is no valid reason why it should be regarded as "nothing but" these things. Should not an "and also" be appended to the statement? Prayer is meditation and reflection and suggestion *and also* communion with God. In that communion the heart of man may be changed; may not the heart of God be also affected? In such a social community as the Kingdom of God, as it exists at any time, the

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relationship of all members may and must be changed through the activity of one. It is so in other societies. Would it not have made a difference to the forgiving father if the elder brother of the prodigal had interceded for him, not by words so much perhaps as by action, and, above all, if the brother's intercession had taken the form of seeking and bringing home the lost? The father's relationship to a united community of love would have been different than it could be to the divided community of hate mixed with love. This parable may also be transferred to the divine Father.

* * *

THAT WAS the great work of Jesus. He established a community of intercession and through it, if not otherwise, continues to intercede. Yet it is reasonable also to believe that in the wider community of all living spirits His work with His love continues to intervene in the affairs of the society of God and that He ever liveth to make intercession for us.

The community of intercession remains imperfect. The body of Christ is divided against itself; there are still friends for whom Christians pray and enemies for whom they do not pray. One of the surest ways of entering into communion with the God of love is by enlarging the fellowship of intercession until it becomes as wide as Christ's. And perhaps the first lesson for us teachers of religion to learn is how to teach the only lesson Jesus was ever asked to teach, when His disciples said, "Lord, teach us to pray." The lesson He taught them contained intercession in every phrase. There was in it no "mine" or "thine" but it was addressed to *our* Father for our common humanity.

STANDARD REQUIREMENTS FOR THE CHURCH-SCHOOL TEACHER

By Paul H. Vieth*

IT IS difficult to attend a Sunday-school convention and escape listening to a comparison of the church-school teacher with the teacher in our public schools, greatly to the discredit of the former. Many a speaker has found an easy road to the attention, smiles, and applause of his audience by making the low standards for our teachers and the slipshod methods we use in appointing them the object of ridicule and scorn.

Exception can be taken not so much to the truth of the contention on which such statements are based, as to the method by which such educators evidently hope to remedy the situation. These facts are already too evident to any interested observer. Repeated emphasis, without action to remedy the present condition, will only serve to deepen the conviction which is already too prevalent in certain quarters, that the Sunday school after all is a hopeless matter.

We know that the average church is hard put to get enough workers to carry on its educational enterprises on a voluntary basis. We know from bitter experience what it means to be responsible to have a teacher ready for each group of boys and girls every Sunday, and to be unable to fulfill that obligation. Ideals of what the qualifications of a teacher should be may be high, but when the supply of the ideal is limited, and teachers must be secured, what is to be done other than take the best we can get, though the heart be sore at the necessity?

There have been suggestions of enlarged classes thus reducing the number of teachers needed; employing teachers, so that a high qualification may be demanded,—laudable suggestions, which should be put into practice in an increasing number of schools. But the fact remains that the greater number of our church schools will continue to depend on the large number of voluntary teachers for years to come. What is to be said to help them? Obviously, we must work with the material at hand,—sometimes good, sometimes not so good, but by the law of averages, usually some of the most intelligent and capable people to be found in the community.

High standards are successfully established not so much by being authoritatively imposed on a group, as through development within the group. Much of the standardization of schools and teachers in this country has been done by the very people who themselves were effected by the standards erected. This internal development process is all the more essential in an institution which depends on voluntary leadership. Be it said, however, that the impossibility of compulsion arising out of the fact that our church-school leaders are unpaid has been presumed upon too much. Experience has shown that when the matter is approached in a democratic fashion the higher type of voluntary leadership is capable of imposing the sternest kind of discipline upon itself in the name of higher ideals. It is our contention in this article that one way of producing this higher type of leadership is to give them a chance for self expression and self direction on this matter of teacher standardization.

* * *

IS IT possible to establish and enforce a standard for church-school teachers and leaders? Let four church schools who have ventured into this field answer this question by their experience.

A Teacher Contract

THE Country Club Christian Church of Kansas City, Missouri, of which Paul B. Rains is director of religious education, has worked out a teacher standard, which has been cast into the form of a teacher's contract. This contract is now being used for the third year. It contains seven points, which were worked out cooperatively by the teachers as a minimum standard for teachers in the church school. Each year when the teachers are appointed this contract, bound up in impressive legal style, is mailed to each appointee with

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an invitation to subscribe to the conditions of the contract by signing his name, and returning the document to the director of religious education. Those who sign the contract are placed on the "active" list, while others are "associate" teachers. While no one is placed under compulsion to sign in order to become a teacher in the school, approximately eighty percent have signed, and experience has proven that it has brought a new sense of the importance of the task. A higher grade of work has been done, and results have been particularly noticeable in the amount of reading which teachers do. In some cases it has served to eliminate incompetents, and this made it possible to fill their places more satisfactorily. The contract is reproduced here in full by way of illustration of what may be done along this line:

In consideration of my election in the Country Club Christian church school by the board of religious education of that church, I agree to the following provisions:

1. To accept and faithfully perform the duties of that office from this date to the following September 30th.

2. I will be willing to be transferred to any class of any department, when, after advising with the director, superintendent or educational committee, it is their judgment that such a change will serve the larger interests of the whole educational program in the church.

3. In event I find it impossible to continue my services for any reason, I will notify the principal in charge of the department or the director of education in writing thirty days in advance.

4. If absent more than twelve (12) Sundays during the church year, or if when absent any three Sundays I fail to have previously notified the departmental principal or director of education, or provided an acceptable substitute, I agree that my name may be transferred from the active to the associate teacher's list.

5. In order to grow more effective in my service and to help develop higher standards of work for our school, I agree either to attend the Kansas City School of Religious Education which meets each Tuesday night, study a Leadership Training Course, if offered by our church, or read at least two approved books on religious education.

6. I further agree to make it a rule to attend the monthly meeting of the educational council and the departmental conference.

7. I affirm my purpose to be on hand Sunday morning at teacher's time, 9:20, to maintain discipline, to create right attitudes of reverence and worship, and to help to develop the spirit of cooperation between teachers, pupils, parents, and the administrative officers of the school.

The First Christian Church of Little Rock, Arkansas, of which J. C. Welch is director of religious education, has adopted this same plan of teacher contract, using the seven points above, and adding as an eighth point "I hereby agree to make it a practice, unless hindered by some real reason, to remain for the morning communion and preaching service." A sufficient number signed to make it an impressive matter for new teachers. Mr. Welch says of the use of this plan:

"At a meeting of the religious educational committee previous to the school term of 1925-26, the matter of a contract for the teachers was presented. After an explanation to the worker's conference a copy of the contract was sent to each officer and teacher asking them to sign same and return it to the church office. About sixty per cent of the school faculty signed the contract the first year. Some held back for various reasons. During the year we have kept the matter before the teaching staff, and I think beginning this October at least ninety per cent of our one hundred workers will sign the contract.

"As to the actual results, I am sure of this, that it has made the teachers feel more of a responsibility for their place in the school. It is also a means of weeding out those who do not want to pay the price of teaching. This is not discouraging but encouraging for it makes the teacher who stays stronger and more efficient for the tasks of the real church school.

"I believe the contract is worth much to the modern church school."

We have here two cases of churches doing the seemingly impossible,—getting teachers to agree in writing to do certain things in the discharge of their office, which, if faithfully carried out will place these teachers far beyond the average church-school teacher in attitude and work. Furthermore, we find the plan actually working,—which is attributed to the fact that the teachers were given a chance to grow with these standards since they had a chance to help in establishing them.

These contracts indicate but a few outstanding items, and are by no means complete standards. Any group of teachers working out a standard for itself would no doubt find some things to omit and others to include. If the author of this article may venture a criticism, it seems to him that there ought to be two parties to a contract. The teacher having signified what it is his intention faithfully to do, the church on its part should state what it will guarantee to the teacher. In this half of the contract should appear such things for instance as a guarantee of time for the work, working materials, conditions under which work is to be carried out, supervision and help when needed, etc.

A Standard

OF A slightly different nature, because it is not intended to be used as a contract, but merely as a standard by which teachers may constantly measure themselves, is the standard given below, for which we are indebted to Philip C. Jones, Director of Religious Education, Church of the Covenant, Cleveland, Ohio.

Standards for Teachers

1. Attendance at every session of school, reporting at 9:30 A. M. (15 minutes before opening school).
2. At least one hour of preparation for each lesson.
3. Plan of each lesson and report on class session to be submitted to department principal at close of teaching period.
4. Attendance at monthly workers' conferences.
5. Attendance at teacher training classes and institutes as recommended by officers of the school.
6. Faithful follow-up of all absentees and report on same when requested by officers.
7. Attendance on all personal and departmental conferences requested by officers.

The standard was the outgrowth of conferences which the director of religious education held with teachers and officers of the church school. Its use has been attended with great success, as is evidenced by the following facts which are reported by Mr. Jones:

Attendance of all teachers at every session is being constantly more closely approximated. All teachers report impending absences beforehand.

While no time-clock check up is made on the amount of time teachers devote to lesson preparation, the success of this point in achieving its end is measured to some extent by the reports which are made on lesson plans. The standard sets the goal, and its application is left to each individual teacher's conscience.

Eighty per cent of teachers and departmental leaders make lesson plans and class reports weekly, on blanks provided for this purpose. Prospects are good for an increase of this number to 100 per cent soon.

Attendance at monthly workers' conferences is achieved, with only necessary exceptions, while reasonable success has attended the efforts of getting workers into training schools.

Follow-up of absentees is a regular routine, though occasional promptings are necessary.

A 100 per cent success has been scored on point seven, getting attendance at personal and departmental conferences. Mr. Jones says of this, "It is our most valuable teacher-training method. My assistant and I know the status and quality of the work done in each class every Sunday and therefore know where improvement is needed."

A Self-Rating Scale

THE TEACHERS and officers of the Evangelical St. Peter's Church School of Elmhurst, Illinois, have prepared cooperatively a teacher-rating scale, in the form of an activity analysis of the church-school teacher. The procedure followed in building this analysis was as follows:

One of the regular monthly workers' conferences was set aside for this purpose. The pastor of the church, the superintendent of the church school, the secretary of the church school, and the principals of departments of the church school were each asked in a few minutes to outline what in their minds constituted the essentials of a good teacher. The items as given by the speakers were listed on the blackboard. When all had been presented, a general discussion ensued. Some of the items listed were challenged, new ones were added, others were modified. After considerable discussion, in which it was assumed that anyone who had objections to the items as listed would voice such objections, a findings committee retired to put the product of the evening's work into shape for adoption. When the list of "activities" was adopted, it was understood by those voting that they were expressing their willingness to have these items hang over them as points of the teacher standard.

These items were then elaborated into the form of a rating scale, and each teacher was supplied with a copy of the scale. The rating is to be entirely by the individual himself, and no scores will be made public. It is the general opinion of the leaders of the school that the process through which this analysis went was genuinely educational for the working staff, and that a real forward step was taken when the entire body voted to accept these items as their standard. It is too much to hope that everyone will make a genuine effort to reach this standard. It is certain however that much has been gained in having an instrument which expresses their own conviction regarding themselves in the hands of each of these teachers, and some genuine effort at improvement will no doubt grow out of it.

The rating scale is presented herewith by way of illustration. It is admittedly mechanical and to some extent superficial. It does however possess the virtue of being objective to a considerable degree. It goes as far as one needs to go with an average group of voluntary teachers, and it covers those points in teacher-activity with which superintendents are constantly concerned.

The Activities of a Good Teacher

THIS is a self-rating score card. Measure yourself frankly and fairly and assign the grade that you think you deserve.

	Possible Score	*Your Score*
I. *A Good Teacher Worships*	15	———

Score as follows:
5 Points:
If you attend at least one worship and preaching service per Sunday, unless hindered by some real reason.
5 Points:
If you make the worship service of your department in the Sunday school one of real worship for yourself, and so conduct yourself that you would be willing to have all the pupils follow your example.
5 Points:
If you practice personal fellowship with God, with at least some moments each day dedicated specifically to this purpose.

II. *A Good Teacher Prepares the Lesson*
Score as follows: 15 ———
15 Points:
If you devote a minimum of at least one hour per week to lesson preparation, getting a thorough understanding of the content for yourself, and in the light of your individual pupils, making a written teaching plan to meet their greatest needs.

III. *A Good Teacher Cooperates* 10 ———
Score as follows:
3 Points:
If you carry out your work in the light of the best interests of the school as a whole, particularly as regards grading, books, classrooms, etc.
4 Points:
If you serve on committees faithfully when the opportunity offers, and attend the meetings of the general workers' conference, and your department meetings.
3 Points:
If you make helpful suggestions to your officers when you can, and ask for their advice in your problems.

IV. *A Good Teacher Keeps Records* 10 ———
Score as follows:
5 Points:
If you regularly take the record asked for by the statistical department of the school, especially regarding new pupils.
5 Points:
If you keep personal information about your pupils, such as addresses, telephone, birthday, etc., and such information about their work as will give you at all times an accurate picture of each individual.

V. *A Good Teacher Fellowships* 15 ———
Score as follows:
5 Points:
If you are a real friend to your pupils, greet them on the street, play with them when opportunity offers, visit them when sick, take an interest in their affairs, etc.
10 Points:
If you visit the homes of your pupils at least once a year, get acquainted with the parents, talk over with them the pupil's work, and call up or visit each time the pupil is absent.

VI. *A Good Teacher Attends Faithfully* 10 ———
Score as follows:
5 Points:
If you are always present at "teachers' time," ten minutes before opening of session.
5 Points:
If you are present at least three Sundays out of four, and provide an acceptable substitute when forced to be absent, or at least notify the department principal not later than Saturday afternoon of an impending absence.

VII. *A Good Teacher Sets a Good Example* 10 ———
Score as follows:
10 Points:
If you make a genuine effort yourself to live the truth that you teach, do not, in the light of practical expediency, gloss over the highest implications which the lesson may have and frankly admit your shortcomings where the ideal is higher than your practice.

VIII. *A Good Teacher Prepares Himself* 15 ———
Score as follows:
5 Points:
If you read regularly at least one good magazine on your church-school work.
5 Points:
If you read annually at least two good books on your work.

5 Points:
If you complete one or more courses in a leadership training class or school.

	100 Points	Your Total Score
Total Possible Score		

Conclusion

THE ABOVE working plans of four schools have been submitted as illustrative of what is being done to improve the work of our voluntary teachers in the church school. The teachers themselves have been made a part of the process of adopting these plans, which was in itself an educational forward step. Through such procedure as well as through the instruments themselves, there has been put before the teachers of these schools the challenge to "come up higher." Contracts and rating scales are still in the realm of the optional, for where is the school which would lay down the law of compulsion? It may be, however, that by this very process we may find the teachers themselves gaining enough of a professional consciousness to demand a higher standard for themselves, which may eventually lead to an increasingly high "minimum standard" to be enforced with all who would enter our church schools as teachers.

He Yet Speaketh

Sunday-School Beatitudes for the New Year

By Marion Lawrance

BLESSED is the church that believes in the Sunday school, for it will compel the Sunday school to believe in itself.

BLESSED is the Sunday school that knows why it exists, for it can hold its head up and look everybody in the eye.

BLESSED is the Sunday school that is properly organized for its work, for it knows where it is going, and will know when it gets there.

BLESSED is the Sunday school that is managed like a bank, for it will have no ragged edges and will command respect.

BLESSED is the Sunday school that is in right relationship to the church with which it is connected, for there will be no gravel in the wheels.

BLESSED is the Sunday school that recognizes the place of helpful worship, for deep breathing of devotional atmosphere gives poise to the heart.

BLESSED is the Sunday school that carries out an adequate, well-balanced program of religious education, for this is the diet that makes for permanency and strength.

BLESSED is the Sunday school whose teachers and officers are adequately trained for their tasks, for they will get results and do their work with joy.

BLESSED is the Sunday school which maintains a helpful workers' council at least once a month, for this gives to the workers what the grindstone gives to the ax—edge and polish.

BLESSED is the Sunday school that cooperates with other schools in a community program, for it will learn much it needs to know, and will be saved from self-conceit.

BLESSED is the Sunday school that does not go to sleep at the switch, for it will keep on the main line and land at the station instead of in the ditch.

BLESSED is the Sunday school that maintains a missionary spirit, for this will develop a warm heart and a far-away vision.

BLESSED is the Sunday school that carries out a graded program of social, through-the-week activities, for it will grow in popularity and power, and the young folks will pronounce it good.

BLESSED is the Sunday school that fosters the partiotism of religion and the religion of patriotism, for, by so doing, it helps to develop a righteous nation.

BLESSED is the Sunday school that creates and maintains an evangelistic atmosphere, for it will reap abundantly.

An extract from my message to Sunday school workers published by George H. Doran Company, New York.

MAKE YOUR NEW YEAR'S READING COUNT

THE JOURNAL in this January issue offers unique book service to its many readers. The editor, in arranging for this series of articles, "A Book a Month," secured such writers as are known to be familiar with the fields which they respectively represent in their articles. Each writer was given "absolute freedom in the selection of the books" he or she considered *best*, regardless of the name or viewpoint of the author, the name of the publisher, and the date of publication. As far as we know, each writer tries to be impartial in judgment and fair in statement. Such freedom means, of course, that the writers alone are responsible for their comments. The editor's blue pencil has been used only in the interest of accuracy. In the event of different editions of the same book, pages and prices may vary. While a careful "check-up" has been made to avoid errors, neither the writers nor the JOURNAL can assume responsibility for any "slip" in prices. Publishers alone determine prices. Book sellers will gladly furnish these on request.

The January JOURNAL is a sort of book forum. It is confidently hoped that each list may be, as was suggested to the writers, an "authoritative reading course," *a book a month for 1927*.

MAKE YOUR READING COUNT FOR THE NEW YEAR!

1926 BOOKS RELIGIOUS EDUCATORS SHOULD KNOW

By Frank Otis Erb*

IMPORTANT religious educational books of 1926. Important! To whom? Books and articles significant to one person or one situation may easily be unintelligible or uninteresting, or repugnant, or childishly simple to another person, or another situation. The personal equation bulks large, and no individual's imagination is quite capable of telling him exactly what will be useful to others. Thus, books may be omitted which to another, equally or more competent, will be adjudged fundamental. On the other hand, books will be included for which some readers will find no justification. However, just as a library is grown, rather than collected or purchased, and is, therefore, a reflection of the owner's personality, so any selection of books is likely to be a revelation of personal experience, modified by such understanding as he may possess of others' interests and needs.

Again, what is the purpose of such a highly selected list of books? Is the choice to be made upon the basis of the books' conformity to preconceived opinions, or because they challenge one's opinions and compel rethinking or further thinking upon difficult problems? The writer ventures to believe that a book which suggests no answers to live questions in the reader's mind, or which does not give a fresh point of view or raise new questions, has no excuse for being, and its reading is largely a waste of time. The Bereans of old are commended because they listened to a new message, and studied earnestly to discover if it was true. The writer does not agree *in toto* with any of the following books, but he thinks he derives most benefit from those with which he differs widely.

*Professor, Religious Education, Rochester Theological Seminary, Rochester, N. Y.

WHEREVER religious education is taught, there is always a course in the field of fundamental principles. Books on the principles of (general) education are numerous. Until the publication, however, of Emme and Stevick's *Principles of Religious Education* (285 pp. Price $1.75. Macmillan Company, New York), we have had no comparable book in this sphere. The book deals in Part I with Human Nature; in Part II with Aims, Ultimate and Immediate; in Part III with Means (Curriculum, Method, Administration); and in Part IV with Leadership. Three qualities characterize this book, brevity, modesty, and competency. It is a fresh and vital treatment of those large problems which every far-visioned worker must consider and upon which he will build his program. The bibliographies at the end of the chapters represent a careful sifting of vast quantities of material. Any person eager for a good training in the principles of religious education could well use this book as the center and its suggested topics of discussion and its lists of related readings as guides for supplementary study.

* * *

PRESIDENT Harper of Elon College, N. C., has put into convenient and convincing form *An Integrated Program of Religious Education* (152 pp. Price $1.75 Macmillan Company, New York.) Calling attention to our present over-organization, duplications, unfilled gaps, and so on, Dr. Harper proceeds to note the remedies suggested, namely, cooperation between organizations and correlation of programs. These he discards as make-shifts, in favor of an integrated program, built as a unit from the ground up. The body of the book deals with integration from the stand-

points of organization, curriculum (should it not be course of study or instructional program?), expressional program, program of publishing, budget, leadership training, and the home. It is a real contribution to religious education to have the matter of the integration of the entire educational work of the church so clearly and cogently presented.

* * *

THE MOST immediately useful book of 1926 is Dr. Raffety's *Church-School Leadership* (323 pp. Price $2.00. Fleming H. Revell Company, New York). If the average church-school worker could have only one book of guidance, this is doubtless the one book. The author has been successively pastor, professor of religious education in a theological seminary, field secretary for daily vacation Bible school work, editor-in-chief of a great denomination's Sunday-school publications, guest-professor at Yale in the matters treated in this book, and is now editor of the INTERNATIONAL JOURNAL OF RELIGIOUS EDUCATION.

A sound philosophy of education and of religious education underlies this treatment. The author not only tells the reader what to do, but why. In consequence, this will be a permanent acquisition to one's library, and not an ephemeral production to clutter up one's shelves. One of the outstanding qualities of this book is its devotional spirit. Constantly the author brings us face to face with the necessity, not only of an intimate acquaintance with materials, organization, and technique, but supremely with Jesus Christ.

* * *

FOR A LONG time the church has been emphasizing that the gospel is for the common man. So it is. But one book of the Bible has as its point of emphasis the presentation of the gospel to men of position, power, culture, ability. Read the Book of Acts and see if this is not so. Quite in harmony with this point of view, and not at all in disharmony with a democratic outlook (unless Luke is also guilty) is Hollingworth's *Gifted Children* (374 pp. Price $2.00. Macmillan Company, New York). Prof. Hollingworth is an acknowledged authority in the field of the exceptional child, and this new book is a splendid statement of the known facts about children of unusual abilities. For the religious worker, this book has the particular value of showing the possibility of an early recognition of leadership quality in children. As a matter of fact, our outstanding problem today is the discovery and development of leaders. If ministers and directors can discover exceptional ability in children early in life, they can secure not only a training for such children, suited to their capacities, but they can secure to the church of the next generation the kind of leadership which is so sorely needed.

* * *

SHOULD the religious educator concern himself with such things as "complexes," "self-phantasy," "sublimation," and the like? The more thoughtful among us would really like wise guidance in regard to these and similar topics. Usually the matter is treated so extravagantly that many are repelled by the obvious lack of balance. Probably the acceptable book is yet to be written, but in the meantime Hadfield's *Psychology and Morals* (third edition. Price $2.00. McBride and Company) constitutes as brief and sane a presentation as has come to hand. These chapters are the work of a competent physician of nervous troubles who speaks out of a large and successful practice. He tells us how these psychical difficulties arise, and so suggests the method of prevention. All of us have at one time or another to deal with people who are "touchy," "grouchy," fearful, repressed, depressed, and so on. Most of these are normal people who have suffered unfortunate experiences, and often we could help them if we knew how. At least we could understand them. Quite as important, the children of today may be saved many of these unfortunate experiences, and thus the life-bringing Christ may be able to do His work in and through them unhindered.

* * *

ANYONE who has a genuine message regarding the junior high school pupil (ages twelve to fourteen) is sure of a hearing. Many programs are before us, but virtually all of them are fragmentary, partial, incomplete. They treat the pupil as if he were only a creature to be trained, *or* taught, *or* held, *or* "won," *or* play-directed. It is certainly refreshing to take up a book that treats these years as continuous with the years preceding and succeeding, and that regards the personality during this period as unitary experience. F. M. McKibben, in his *Intermediate Method in the Church School* (324 pp. Price $1.25. The Abingdon Press, New York and Cincinnati), understands what is meant by the unity and continuity of experience. Here, as a result, is a handbook that will at once become indispensable for workers with junior high school boys and girls. The book is in four parts (thirteen chapters): Part I, The Early Adolescent; Part II, Materials and Methods; Part III, Organization and Administration; Part IV, Adult Leadership.

* * *

WE ARE slowly learning the necessity of a proper educational building. The antiquated Akron type, and the still worse auditorium or prayer-meeting type of plant render virtually impossible a modern departmentalized church school. Tralle and Merrill, in *Building for Religious Education* (186 pp. Price $2.00. The Century Company, New York), have given us the building requirements for better church schools. Dr. Tralle is probably the foremost religious educator who really knows religious educational architecture. For Mr. Merrill, it is sufficient to say that he is the official architect of the American Baptist Home Mission Society. In addition, these gentlemen have had the valued assistance of the official architects of other denominations, and the chapter on the church auditorium was written by Professor Hudnut, of the School of Architecture, of Columbia University. Every religious educator and educationally-minded minister will own this book.

Additional List

Drama in Education, Overton, Century Company. What is Religious Education, Myers, Sidney Press, England. Educational Evangelism, Myers, Sidney Press, England. Concerning Parents: A Symposium, Republic Publishing Company. Varieties of Adolescent Experience, Mudge, Century Company. Church Work With Intermediates, Finn, Judson Press. Psychological Foundations of Religious Education, Squires, George H. Doran Company. Youth Organized for Religious Education, Maus, Bethany Press. Organization and Administration of the Adult Department, Barclay, Caxton Press.

BRINGING UP FATHER ON A BOOK A MONTH

By Oyer Pack*

January

PARENTHOOD AND CHILD NATURE

By Edna Dean Baker. 178 pp. Price $1.50. The Macmillan Company, New York.

A book for the fathers (and mothers) of children up to twelve years of age, written by the President of the National Kindergarten and Elementary College. There are ten well written chapters packed full of the best child psychology, unusual common sense, and real religion, three essentials in successful fathering. Many illustrative incidents are cited. Each chapter is closed with suggestions for further study and with several appropriate references. A good bibliography is given. Subjects skillfully treated are: Study of the Child, Physical Growth and Education in Infancy, Instinctive Equipment and Mental Development in Infancy, Characteristics and Needs of Life From Four to Six, Life From Six to Eight, Principles of Education in Middle Childhood, Education in Later Childhood, Activities of Child Life in the Home.

Dear Father Mine

By Clara Tull Martin

We lift our voice in reverent praise
And sing our songs of mother.
Close by her side in memory sweet
My heart enshrines another.
In vain the magic muse I woo,
No word of mine can justice do
No pen portray, no brush can trace
His noble soul, his saintly face.
Dear father mine.

His life was pure, his heart was gold.
He bore his burdens with a smile.
Unselfish every act and thought
Blessing others all the while.
A friend to man beside the road,
A helping hand to bear each load,
With words of cheer and deeds of love
He paved his way to heaven above.
Dear father mine.

He lived long years to bless the world.
He craved not wealth nor earthly fame.
No laurel wreath adorned his brow,
Our heritage, a noble name.
He proudly wore it all through life.
He passed untarnished through each strife.
His lighted torch, I proudly bear
And sing his praises everywhere.
Dear father mine.

Childhood has flown and he is gone.
Sometimes I feel his presence still,
And live again those dear old days
With memories fond, my heart's a thrill.
He seems again to hold my hand,
My every heartache understand.
God help me in the coming years
To carry on and smile through tears.
Like father mine.

*Specialist in work with boys, Chicago.

February

THE PSYCHOLOGY OF ADOLESCENCE

By Frederick Tracy. 246 pp. Price $1.50. The Macmillan Company, New York.

The father who reads Baker, *Parenthood and Child Nature*, or Norsworthy and Whitley, *Psychology of Childhood*, should then read this book by Tracy. The author writes so that any father may understand, and how important it is that every father should understand the changes which take place in his adolescent boy or girl. If ignorant, he blunders, to his sorrow, and theirs. These are the parental blunders which peak highest on home horizons. Yeasty years of adolescence bring headaches and heartaches to many fathers and mothers. Conscientious study of books like Tracy's will minimize mistakes and increase the joys of fatherhood.

March

EDUCATION FOR THE NEEDS OF LIFE

By Irving Elgar Miller. 353 pp. Price $1.80. The Macmillan Company, New York.

One of the principal problems, and next to religion the chief one, which every serious-minded father faces is the *education* of his sons and daughters. How important for him to be well informed. Miller's book should be read by every father who desires to have his children educated for the needs of life. It is a foundational book that can be read with ease and pleasure. While it is written for educators professionally interested in the theory of education, nevertheless fathers need its viewpoint in order to cooperate sympathetically with public school administrators and teachers. The six valuable chapters are: Point of View in Education, The Meaning and Aim of Education, The Child, The Curriculum, The Principles of Method, The Teacher.

April

EDUCATION FOR SUCCESSFUL LIVING

By James E. Clarke. 152 pp. Price $1.00. The Westminster Press, Philadelphia.

Here is a small book which every father must read who believes in a Christian education for his children. It is educationally sound, spiritually stimulating, and so popularly written that a father reading it will march straight through it from beginning to end, closing the book with a conviction worth millions of money, viz., that *Christian education is the only education worth while for the boys and girls God has given him.* The seven stirring chapters are: Out After Big Game, Building the Human Power Plant, Only Half Educated. The Greatest of These, The House by the Side of the Road, Big Brothers at University Centers, Facing a Great Adventure.

May

BROTHERING THE BOY

By W. Edward Raffety. 220 pp. Price $1.00. The Judson Press, Philadelphia.

Here is a book that continues to serve fathers, teachers, and all workers with boys. It puts personality above organization, and method, and opens the way for heart-to-heart attitudes and relations. Most fathers need to be reminded that the old patriarchal, *perpendicular* approach to their sons is, in most cases, dead wrong. This book shows the better way, the *horizontal*, the sympathetic, brotherly, chummy approach that wins the boy. In this book the father finds sane psychology simply put. It is packed full of concrete, workable suggestions. Thousands of fathers have been helped by it, to know, appreciate, cooperate with, trust, and *love* their sons.

June

SAY, DAD!

By Wallace Dunbar Vincent. 204 pp. Price $1.50. Fleming H. Revell Company, New York.

Here are sixty of the chummiest talks any father ever had with his boy. Hardly anything worth while is not in their conversation at some time. The talks are answers to the question so often put, "Say, Dad." Many of us who have tried to be real pals to our sons know full well the importance of taking time to answer questions which begin to break in on us, long before our boys' "Say, Dad." When the tiny tot crawls into our lap and begins his "Daddy, what" and "Daddy, who," then right there begins, or should begin, the life partnership of the firm of Dad and Lad Co. Throughout this fascinating book are poems worth the price of the whole book.

July

DAD, WHOSE BOY IS YOURS?

By Frank H. Cheley. 154 pp. Price $1.25. W. A. Wilde Company, Boston.

Round cornered popular pocket size. A little book with a big message that should be in every father's pocket, *and his heart.* The author is an expert. He here gives forty-eight brief talks with fathers who want to be *real* dads to their *real* boys. Each talk is followed by a project and a query. The worthwhile things considered are: know your boy, your son's pockets, his hobbies, his mechanical ability, his gang, the out-of-doors, boy problem is *dad* problem, it's up to dad, when a boy goes bad a good man dies, boy training, ordinary boys, no proxy for dad, dad's real job, secret of palship, your boy's companion, his instructor, his home, his garden, a boy's mental needs, his books, the home and the boy's social and spiritual growth, home relations, a boy's ambitions, his money, his own room, his health habits, dad and sex education, education through interests, school democracy, gang headquarters at home, boy behaviour, boy religion, dad's part in his son's religious education.

August

GIRLHOOD AND CHARACTER

By Mary E. Moxcey. 400 pp. Price $2.00. The Abingdon Press, New York and Cincinnati.

FATHER AND SON LIBRARY, Frank H. Cheley, Editor. The University Society, New York City. A practical home plan of all round development for the boy. Titles of the twenty attractive volumes are as follows: Fathering the Boy, The Boy's Own Book, Sports and Games, Physical Fitness, Tools and Handicraft, Mechanics for Boys, Popular Science, Reading and Public Speaking, Woodcraft, Camping Out, Nature's Secrets (two volumes), Pets, Hobbies, and Collections, The Garden Book, Citizenship, Life Work, Thrift and Training, The World of Business, The Skill of Living, The Building of Boyhood. This wonderful library should be in every home in America where there is a father and a son.

This book was not written for fathers but every father who has a daughter should read it. It is the one book he should read, for in its field it has no equal. Twenty chapters in four parts: introductory, early, middle, and later adolescence. The author skillfully treats: childhood and preparation for adolescence, the physiological, psychological, personal, and social factors of early, middle, and later adolescence, and also the social, educational, moral, and religious problems and methods involved in a thorough understanding of the adolescent girl. We can highly commend this book. Its long annotated bibliography is of great value.

September

THE GIRL AND HER RELIGION

By Margaret Slattery. 212 pp. Price $1.35. The Pilgrim Press, Boston and Chicago.

Not the newest, but certainly the best, on a girl's religion. Every father of daughters should constantly, religiously read any book which Margaret Slattery writes. As his daughters become young women, every one should own a complete set of all Slattery books. All her writings, as all her speeches, are sensible, stimulating, and spiritual in the best sense. In this book are eighteen chapters, ten on the girl herself: the rights of a girl, the handicapped, privileged, easily led, misunderstood, indifferent, idol worshipping, drifting girl, the girl with high ideals, and the average girl. The eight chapter titles on the girl's religion are: The Girl and the Universe, In the Hands of a Triad, Thou Shalt Not, Thou Shalt, A Matter of Cultivation, A Plea and a Promise, A Person Not a Fact, and The Glory of the Climax.

October

THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY

By Luther Allan Weigle. 224 pp. Price $1.50. The Pilgrim Press, Boston and Chicago.

A book for fathers and mothers to read and discuss together. The gifted author says in his preface: "This is a book for parents which deals with principles rather than problems or cases. It aims to help parents to think for themselves; and does not undertake to present ready-made formulas for the training of children or prescriptions for use in various emergencies." This virile, valuable book deals with the Christian family, the modern home, its atmosphere, and its perplexities, building strong bodies and forming right habits, the child at play, at work, and at study, the child's reading,

his friends, doing for others, training his devotional life, and the child and the church. There are helpful questions for discussion and one hundred thirty-four reference books are listed.

November

THE DEBT ETERNAL

By John H. Finley. 240 pp. Price 75 Cents. Missionary Education Movement, New York.

This is a Missionary Education Movement book and planned for study, but its portals are open to any father who is anxious to help his and other children. The author is editor of the *New York Times*, formerly Commissioner of Education and President of the University of the State of New York. Dr. Finley, high grade educator, writer, editor, has packed into this small volume information that any father should welcome as golden coin with which to pay the eternal debt of maturity to childhood and youth. The eight chapter titles are: The Debt Eternal, The Child at Home, Child Health, Play and Recreation, Child Labor, Children and Schools, Children in Need of Special Care, The Child and the Church.

December

WHAT SHALL I DO WITH MY LIFE?

By Harold I. Donnelly. 248 pp. Price $1.25. The Westminster Press, Philadelphia.

While this is a study course for junior-and-senior high school pupils, it is a virile book any father might well read through with his son, or daughter, who may be between twelve and eighteen years of age. The book has three parts: What Shall Be My Life Purpose (fourteen chapters), What Shall Be My Life Work (eighteen chapters), What Shall Be My Life Program (ten chapters). Vital subjects are most helpfully treated. Among them are: Value and right use of life, right purposes, purposes rejected by Jesus, principles governing Jesus' choice, Jesus' consciousness of God, men, self as Son of God and Son of Man, the mission and life purpose Jesus accepted, the great need and Jesus' answer, choosing a life work, principles, investigation, occupations, agriculture, commerce, transportation, mechanics, manufacturing, building, engineering, law, journalism, teaching, medicine, social service, ministry; programs for the physical, mental, social, and my spiritual life, my time, my possessions, and my life for Christ.

THE MOTHER'S BOOK SHELF FOR 1927

By Mrs. J. E. Dillard*

FORTUNATELY, there are scores of helpful books for the mother, concerning the religious education of her child. Out of this large number, I select twelve which are especially helpful and suggestive, to be read in the order given. A list of other books is given as substitutes if any of the first twelve are not available or in the event one wishes to read more.

January

THE MOTHER-TEACHER OF RELIGION

By Anna Freelove Betts. 285 pp. Price $1.50. The Abingdon Press, New York and Cincinnati.

If I could have but one book to help me with my little child, I would choose this one. The chapters are: The Awakening Mind, Physical Foundations, First Impressions, Teaching About God, Teaching the Child to Play, Prayers Which Children Pray, The Atmosphere of the Home, The Play Mother, Mother and Father Plays, Teaching Through Pictures and Stories, Stories and Pictures for the Young Child, Picture Stories About Jesus, Stories from the Old and New Testament, Religion Through Song, Sunday in the Home, Foundations of Character, Teaching the Fundamental Virtues, Children's Problems, Keeping Close to Our Children.

February

MOTHER'S PROBLEMS

By Harriet Bailey Clark, M.D. 131 pp. Price $1.00. The Judson Press, Philadelphia.

This is a definite, concise, readable manual dealing with the natural traits and behaviour of the child, and offering solutions of problems. Also there is a chapter on pre-natal preparation. A review and discussion is given at the close of each chapter thereby making the material much more practical and helpful.

*Specialist in work with young people, Birmingham, Alabama.

March

A STUDY OF CHILD NATURE

By Elizabeth Harrison. 207 pp. Price $1.50. The Macmillan Company, New York.

An old but ever good book—talks to mothers, nine chapters dealing with the body, mind and soul of the child. Not one of the newest books, but one of the best.

April

PARENTS AND THEIR CHILDREN

By Mary E. Moxcey. 139 pp. Price 60 cents. The Methodist Book Concern, New York and Cinncinnati.

This small volume demonstrates the effect of the erring mother and shows how mistakes may be avoided. The best book to be used in mothers' meetings. The last chapter is worth the price of the book.

May

STORIES AND STORY TELLING

By Edward Porter St. John. 101 pp. Price 75 cents. The Pilgrim Press, Boston and Chicago.

Tells how to make the story a tool for the shaping of conduct and character. The last chapter is especially helpful in suggesting "Where to Find Stories."

June

EDUCATION BY PLAYS AND GAMES

By George E. Johnson. 222 pp. Price $1.00. Ginn and Co., New York.

Emphasizes the importance of play in the life of the child; gives directions for plays and a good list of games; shows how work may be made enjoyable through play.

July

PARENTHOOD AND THE NEWER PSYCHOLOGY

By Frank H. Richardson. 194 pp. Price $1.75. G. P. Putnam's Sons, New York.

A clear, practical, readable book on psychology of human behaviour, telling how to reconcile youth and old age. Gives a sensible explanation of madness, of pleasure, and of jazz; impresses the dangers of ignorant treatment of early years and deals with the prevention of harmful early impressions. It is invaluable to every mother.

August

THAT BOY OF YOURS

By J. S. Kirtley. 250 pp. Price $1.00. George H. Doran, New York.

A plain, practical treatment and sympathetic appreciation of the boy in the awkward age. He discusses helpfully such every day matters as the boy's appetite, sports, gangs, sweetheart, troubles, kinfolk and religion.

September

BRINGING UP JOHN

By Edward Leigh Pell. 172 pp. Price $1.25. Fleming H. Revell Co., New York.

A book to aid the mother in her efforts to equip young John with the essentials of a real Christian faith. Discusses many practical problems and offers suggestions for meeting every day difficulties. Should be in the hands of every young mother.

October

GIRLHOOD AND CHARACTER

By Mary E. Moxcey. 375 pp. Price $2.00. The Abingdon Press, New York and Cincinnati.

A book giving definite information about girls; an insight into the motives of girls under a wide range of conditions. The facts are reviewed from the standpoint of modern psychology and education.

November

THE DAWN OF RELIGION IN THE MIND OF THE CHILD

By Edith E. Reed Mumford. 111 pp. Price $1.00. Longmans, Green and Co., New York.

Discusses the dawn and definite stages in the development of the child's religious life. A book well adapted to the mother's needs as a teacher of religion.

December

VARIETIES OF ADOLESCENT EXPERIENCES

By E. Leigh Mudge. 134 pp. Price $1.50. The Century Co., New York.

College women looking back into the past, reviewing their experiences during early and middle adolescent period. Will be helpful to the mother perplexed over her variable daughter.

Supplemental List of Books for a Mother

Religious Education in the Family, Henry F. Cope. The Changing Girl, Caroline W. Latimer. The Delinquent Child and the Home, Russell Sage Foundation. Mother and Daughter, Gabrielle Jackson. The American Girl, Anne Morgan. Brothering the Boy, W. Edward Raffety. The Girl in Her Teens, Margaret Slattery. Sons and Daughters, Gruenberg. On the Training of Parents, E. H. Abbott. Bringing Up Boys, Kate U. Clark. Misunderstood Children, Elizabeth Harrison. The Child and His Religion, Geo. E. Dawson. The Child, His Nature and His Needs, The Children's Foundation, Valparaiso, Ind. Training the Girl, W. A. McKeever. The Girl and Her Religion, Margaret Slattery. Simplifying Motherhood, F. H. Richardson. Malnutrition and the Child, F. H. Richardson. The Care and Feeding of Southern Babies, Owen H. Wilson, M.D. The Dawn of Character, Edith Mumford. Books on Sex Education, First Period, A Song of Life, W. W. Morley, What a Mother Should Tell Her Little Girl, I. T. Smart; Second Period, Talks With a Young Girl, E. B. Lowry; Third Period, Talks With Women, E. B. Lowry.

NEW YEAR READING FOR PASTORS

By M. Hadwin Fischer*

"READING maketh a full man." Since the pastor is constantly giving out, the importance of getting stimulating, useable materials is the best aid to success.

In listing a book a month we are deeply conscious of the difficulties. Variety of background, interest, needs, etc., will make it impossible to suggest a list equally helpful to all readers.

Our aim has been to present books that will provide seasonable instruction, variety, and challenge. Some of the books are old, some are new, some are easy, while others will demand careful reading and study.

Short books have been assigned to the more busy months. The vacation reading departs from the usual custom in that the reading suggested is stiff enough to ward off mental stagnation, and stimulating enough to enrich the mind for the fall work. The list follows:

*Professor, Religious Education, Lutheran Theological Seminary, Gettysburg, Pa.

January

HISTORY OF RELIGIOUS EDUCATION IN RECENT TIMES

By Arlo A. Brown. 282 pp. Price $1.25. Abingdon Press, New York and Cincinnati.

Scientific method demands a knowledge of the facts. Religious education has a great historic background. To present this in true perspective and show how it has ministered to the movements of the age is the purpose of the book. It is especially helpful to those who have limited time for study of this great problem.

February

VARIETIES OF RELIGIOUS EXPERIENCE

By William James. 534 pp. Price $4.00. Longmans, Green and Company, New York.

The book is the Gifford Lectures on Natural Religion, delivered at Edinboro in 1901-2. Probably no book has done more to describe man's religious nature.

It abounds in concrete examples which make the reading easy but none the less challenging. Its thirty-four editions are the best evidence of the place it holds in the field of education.

March

THE HUMAN ELEMENT IN THE MAKING OF A CHRISTIAN

By Bertha Conde. 161 pp. Price $1.25. Charles Scribner's Sons, New York.

This little volume on personal evangelism follows naturally the book for February. It aims to define the human element in the making of a Christian and show how a proper understanding of facts and methods can bring the gospel to those who need it most. Its nineteen chapters deal with the challenge to service, guiding principles, and application of these principles to religious experiences.

April

THE CHRIST OF THE INDIAN ROAD

By E. Stanley Jones. 213 pp. Price $1.00. Abingdon Press, New York and Cincinnati.

This is a little book with a big message. Its compact size makes it a handy companion during the busy pre-Easter days. Its message helps the worker realize that Christ is the universal Saviour, but that each race of men must receive Him in the light of its traditions, experiences, and outlook on life. The world wants Christ. Yet many conscious of the need hesitate to accept Christianity as revealed by our civilization. A careful reading of the book will challenge a wholesome introspection.

May

WHAT AILS OUR YOUTH?

By George A. Coe. 97 pp. Price $1.25. Chas. Scribner's Sons, New York.

In these days when much is being said about the waywardness of youth it is fitting that we get all the facts before we push the indictments too far. Few leaders have escaped the challenges of youth. They cannot be met by denials or efforts to belittle them. Dr. Coe attempts to deal with the problem under the following heads:—"What has happened to our young people?" "What ails education?" "When is a youth well educated?" "Why does not religion supply the missing factor?" "What shall we do with our critical youth?" "Must religion grow old?"

June

THE PSYCHOLOGY OF ADOLESCENCE

By Frederick Tracy. 246 pp. Price $1.50. The Macmillan Company, New York.

This volume is one of "the series designed to serve as manuals for teachers in the field of moral and religious education." The author writes from a background of rich experience, in a most readable way, portraying the characteristics and educational possibilities of the unfolding life. The closing chapters discuss the moral life, the religious life, and the pedagogy of adolescence.

July

SCIENCE, RELIGION AND REALITY

Needham, *et al.* 396 pp. Price $2.50. The Macmillan Company, New York.

For summer reading this book will be rather heavy for those who lay off intellectually in warm weather. Real students, however, will find a relish in the depth and scope of the work. The book is from the pens of ten specialists in the Universities of Cambridge, London, and Oxford. An effort is made to show the place of religion in the various sciences. From start to finish the book is stimulating and informing. Its readers are sure to face life with a broader conception of its possibilities.

August

TRAINING WORLD CHRISTIANS

By Gilbert Loveland. 240 pp. Price $1.75. Methodist Book Concern, New York and Cincinnati.

Christians are prone to look upon the church as predominantly missionary. Unfortunately the church has yet to awaken to a full sense of the importance of missionary education and its reaction upon the local church. Conscious of this fact the author presents his argument for missions and their underlying principles in simple, concise, non-technical language. The methods suggested are reasonable, practical, and effective. The book is interesting reading and has passed through several editions.

September

PRINCIPLES OF RELIGIOUS EDUCATION

By Emme and Stevick. 285 pp. Price $1.50. Macmillan Company, New York.

The key to the book is found in a study of "human nature, aims, means, and leadership." These topics are vital enough to challenge any interested leader. The authors aim to present "the bearing of the most important findings of scientific study upon the religious educative process." The book is deserving of careful study.

October

METHOD IN TEACHING RELIGION

By Betts and Hawthorne. 488 pp. Price $2.50. Abingdon Press, New York and Cincinnati.

The call of the church for better teaching has brought a flood of books on religious pedagogy. In the book before us the authors aim not merely to present the accepted principles and methods of secular pedagogy but also to show how these principles must be applied to make them effective in the field of religious education. Part I deals with general principles. Part II aims to show their application to classroom procedure. The book closes with a chapter on "Teaching the Art of Worship."

November

THE TEACHING WORK OF THE CHURCH

By Weigle, *et al.* 309 pp. Price $2.00. Association Press, New York.

Titles like "The Elimination of Religion from Public Education," "The Danger of the Present Educational System," "The Necessity of a New Conscience on the Church's Educational Responsibility," and kindred topics at once challenge the reader. The book was projected by the Federal Council's Committee on the War and the Religious Outlook, and the actual compilation was committed to some of the foremost educators and writers in America. The four parts of the

book are: "Why the church must be a teacher," "How the church should teach," "How the church should organize its teaching," and "The church training for Christian leadership." The book is worth more. than it costs.

December

THE REASONABLENESS OF CHRISTIANITY

By Douglas Macintosh. 293 pp. Price $1.75. Charles Scribner's Sons, New York.

Probably more than the members of his congregation the minister needs a special message of reassurance. His constant contact with the Bible and sacred things is apt to make them commonplace. The duplicity and undependability of folks are a strain upon his constancy and faith. A study of Macintosh should reestablish him and fit him for the work of the new year. Certain portions of the book were delivered as the Taylor Lectures at Yale in 1925. Later three chapters of more philosophical nature were added and the book was awarded the Bross prize.

A YEAR'S READING FOR DIRECTORS OF RELIGIOUS EDUCATION

By Philip C. Jones*

A LIST of thirty-four books, presumed to be of value to directors of religious education, was recently submitted to several directors in Cleveland with the request that they indicate the twelve which had been most useful to them in their professional work. The books listed were by twenty-three different authors and represented a varied relationship to the field of religious education. Some were old, some new; some specifically approached problems such as administration, teaching, and worship; some were primarily theoretical; some were written for inspiration alone. My director friends responded cordially to my request. It is hoped that the list of books thus chosen by us and listed below will be of help to other directors in the selection of their personal or school library. (The order in which the books are listed has no reference to priority in selection.)

January

THE CURRICULUM OF RELIGIOUS EDUCATION

By George H. Betts. 535 pp. Price $3.00. Abingdon Press, New York and Cincinnati.

From A to Z on curriculum matters. How our curriculum grew, its enlarging objectives, what is expected from it, how it should be evaluated, its present trends. The book concludes with a study of the text-books of several denominations.

February

THE CHRIST OF THE INDIAN ROAD

By E. Stanley Jones. 213 pp. Price $1.00. Abingdon Press, New York and Cincinnati.

A book on missions among the best sellers! Mr. E. Stanley Jones says, "I would not turn over my hand to Westernize the East, but I trust I would give my life to Christianize it." Through the book, from cover to cover, the reader is enthralled, shamed, inspired. No methods here! Only searching of the soul.

March

THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY

By Luther A. Weigle. 224 pp. Price $1.50. Pilgrim Press, Boston and Chicago.

Read this book. Then put it into the hands of intelligent parents, if you want to serve the Christian home. An excellent study course for fathers and mothers. Helpful bibliographies. This book will give directors many clues to ways and means of keeping the responsibility for Christian nurture in the home.

April

WORLD FRIENDSHIP THROUGH THE CHURCH SCHOOL

By John L. Lobingier. 91 pp. Price $1.35. University of Chicago Press, Chicago.

Dealing with the vital problem of Christian brotherhood. A director who is worried about the lack of missionary fervor in his school should study this book with his leaders. It contains a fund of valuable suggestions for making missionary education an integral, vital part of a church-school program.

May

HOW TO TEACH RELIGION

By George H. Betts. 220 pp. Price $1.25. Abingdon Press, New York and Cincinnati.

A readable, inspiring statement of the purposes of Christian nurture, with evaluation of types of curriculum materials and teaching. A useful book for directors who wish to give their teachers a large vision of their task and definite suggestions for perfecting their workmanship.

June

STORY TELLING FOR TEACHERS OF BEGINNERS AND PRIMARY CHILDREN

By Katherine D. Cather. 144 pp. Price 60 cents. Caxton Press, New York.

Every director should be able to appraise stories and story-telling. He can do this readily if he masters Miss Cather's little book.

July

A SOCIAL THEORY OF RELIGIOUS EDUCATION

By George A. Coe. 361 pp. Price $1.75. Charles Scribner's Sons, New York.

A stimulating argument for socialized religious education. The book deals with the reconstructed ideals of modern education, the impossibility of a purely individualistic Christian nurture, the psychological background and organization of, and the existing tendencies toward socialized character education.

*Minister of Education, Church of the Covenant, Cleveland, Ohio.

August

THE CHURCH SCHOOL

By Walter S. Athearn. 309 pp. Out of print. Pilgrim Press, Boston and Chicago.

The standard handbook for those responsible for the organization and administration of a modern church school.

September

THE PROJECT PRINCIPLE IN RELIGIOUS EDUCATION

By Erwin L. Shaver. 375 pp. Price $1.50. University of Chicago Press, Chicago.

The theory underlying the project method of teaching; its value in Christian education; safeguards against its careless usage; practical suggestions for adapting it to the church school. A suggestive list of actual projects carried out by groups of different ages and an evaluation of them.

October

THE PUPIL AND THE TEACHER

By Luther A. Weigle. 217 pp. Price $1.25. George H. Doran Company, New York.

The standard textbook for church-school workers in the fields of child study and teaching principles and methods. The book has the happy combination of sound theory and a practical technique of religious nurture. Either part one or two is an excellent study course for teachers.

November

THE MOTHER-TEACHER OF RELIGION

By Anna Freelove Betts. 290 pp. Price $2.00. Abingdon Press, New York and Cincinnati.

A treasure house of materials for use in the religious nurture of the young. What and how to teach about God, prayer, the Bible, religious art, music, nature are among the practical helps afforded. The book is attractively illustrated. Directors should be thoroughly familiar with its contents.

December

THE USE OF ART IN RELIGIOUS EDUCATION

By Albert E. Bailey. 163 pp. Price $1.25. Abingdon Press, New York and Cincinnati.

More than any other, this author has taught us that "art is the handmaid" not only "of religion" but also of religious education. His chapters on "The Function of Religious Art," "The Language of Art," "Art and the Adolescent," and "Religion in Architecture" are splendid. The book contains most valuable lists of pictures with religious values.

FOR CHURCH-SCHOOL SUPERINTENDENTS

By J. G. Arnold* and F. J. Estabrook**

THE OBJECT of this article is to suggest what seems to be at the present hour a list of outstanding books that will give to superintendents of church schools a comprehensive understanding of all phases of the task of religious education as related particularly to the Sunday session.

January

HOW TO INCREASE YOUR SUNDAY SCHOOL

By Harry C. Munro. 187 pp. Price $1.25. The Bethany Press, St. Louis.

The latest book on the fundamentals of management by a master of the subject.

February

CHURCH-SCHOOL LEADERSHIP

By W. Edward Raffety. 323 pp. Price $2.00. Fleming H. Revell Co., N. Y. Also imprint edition by The Judson Press, Philadelphia.

From the very heart of the religious education movement. Concise, concrete, thoroughly suggestive. A practical working manual for all officers in the church school.

March

ORGANIZING THE CHURCH SCHOOL

By Henry F. Cope. 255 pp. Price $1.75. George H. Doran Company, New York.

The last book of the late eminent secretary of the Religious Education Association. A well thought out analysis of the principles and basic ideas which must accompany any thorough organization of the church as the home of a real school.

ORGANIZATION AND ADMINISTRATION OF RELIGIOUS EDUCATION

By John E. Stout. 287 pp. Price $1.25. The Abingdon Press, New York.

From the accomplished superintendent of one of the best schools in his denomination. A thoroughly equipped theorist with every day experience.

April

CHILDHOOD AND CHARACTER

By Hugh Hartshorne. 282 pp. Price $2.00. The Pilgrim Press, Boston.

Clear and concise, a thorough going treatment of the things which educators of children must know to be of greatest service. Takes us into the very heart of the personal problem of teachers and officers.

THE DAWN OF RELIGION IN THE MIND OF THE CHILD

By Edith E. Read Mumford. 109 pp. Price $1.25. Longmans, Green and Company, New York.

Beautiful and entirely sound. Summary of the beginnings of the religious life.

May

A SOCIAL THEORY OF RELIGIOUS EDUCATION.

By George Albert Coe. 360 pp. Price $1.75. Charles Scribner's Sons, New York.

*Executive Secretary, Colorado Council of Religous Education, Denver.
**Chairman Education Committee, Colorado Council, and District Representative Congregational Education Society, Denver.

A source book in the religious education movement. To understand this book, a classic, is to understand much in the religious educational movement.

The Curriculum of Religious Education

By William C. Bower. 283 pp. Price $2.25. Charles Scribner's Sons, New York.

The best statement of the present development of the educational movement. It is sound in principle and practice.

June

Teaching the Youth of the Church.

By Cynthia Pearl Maus. 211 pp. Price $1.75. George H. Doran Company, New York.

This is a thoroughly made, and mature treatment of the problems of the future church. By a distinguished author. It touches our work at the danger point, which at the same time, may become the point of greatest opportunity.

July

The Project Principle in Religious Education

By E. L. Shaver. 375 pp. Price $2.75. University of Chicago Press.

An exceptional treatment of this newer but important method of educational work in Sunday schools

Method in Teaching Religion

By George H. Betts and Marion O. Hawthorne. 485 pp. Price $2.50. The Abingdon Press, New York and Cincinnati.

The most thorough going recent study of the teaching process as it applies to the work of the Christian church.

August

Adults in the Sunday School

By W. S. Bovard. 196 pp. Price $1.25. Methodist Book Concern, New York and Cincinnati.

The best treatment of the adult problem in the church school.

September

Dynamics of Teaching

By Henry Edward Tralle. 190 pp. Price $1.60. George H. Doran Company, New York.

This is a book of inspiration and power with regard to the teaching process.

You Can Learn to Teach

By Margaret Slattery. 219 pp. Price $1.35. The Pilgrim Press, Boston and Chicago.

The most inspiring and encouraging book on these principles and training of the church school by one of the most distinguished and helpful women.

October

The Church at Play

By Norman E. Richardson. 317 pp. Price $1.25. Methodist Book Concern, New York and Cincinnati.

The basic consideration for social and recreational leadership of the church. A leadership much needed but not often understood.

November

The Christ of the Indian Road

By E. Stanley Jones. 213 pp. Price $1.00. The Abingdon Press, New York and Cincinnati.

The most inspiring and widest read book of the year on missions. Familiarity with present day problems of missions almost necessitates knowledge of this book.

December

The Deeper Meaning of Stewardship

By John M. Versteeg. 218 pp. Price $1.25. The Abingdon Press, New York and Cincinnati.

Sensible and deeply spiritual. Study of a most perplexing and practical question for the administration of every church and for the completion of every Christian character.

The above named books suggest to us the scope, quality, and quantity of material that is available to superintendents, and certainly suggests that no superintendent need be ignorant of the task of the church school. He can through the materials available prepare himself to render help to all workers of his school in the accomplishment of this most sacred task of leadership.

FOR CHURCH-SCHOOL DIRECTORS OF RECREATION

By H. S. Hardcastle*

AN EVER increasing number of churches and church schools are coming more and more to recognize the values of organized and directed recreational activities, and are making provision for such activities in their physical equipment and in their church programs. Many of them are securing directors of recreation who are charged with the responsibility of planning and administering a church-centered program of recreation for all age-groups. In some churches these directors are highly trained specialists who are giving full time to the work. Such specialists will not particularly need an article of this kind because their training has already made them familiar with the field of recreation. In the average church, however, the director of recreation is, and of necessity must be, a part-time, or even a volunteer worker, who must get his training for this important and responsible position as best he can, and in many cases under distinct handicaps. A sincere and ambitious director of recreation will welcome any suggestions that will help him to become more efficient and fruitful in this field of such tremendous possibilities. This article is designed to furnish just such help, for it presents herewith a comprehensive, even if limited, list of books, which, if read and mastered and used, will make for increasing power and usefulness in the Master's service.

*Pastor, Christian Church, Suffolk, Virginia.

January

Play in Education

By Joseph Lee. 500 pp. Price $1.60. The Macmillan Company, New York.

A discussion of the various theories of play, and the importance of play in life. A good book dealing with the fundamentals on which constructive recreation must be based.

February

THE CHURCH AND THE PEOPLE'S PLAY

By W. A. Atkinson. 200 pp. Price $1.00. Pilgrim Press, Boston and Chicago.

Considers the philosophy of play, its bearing on life, the historical attitude of the church, the dangers and disasters from inadequate play facilities. It discusses agencies at work, the place of the church and a program for the church.

March

RECREATIONAL LEADERSHIP FOR CHURCH AND COMMUNITY

By W. T. Powell. 163 pp. Price 80 cents. The Abingdon Press, New York and Cincinnati.

This book is a gem. It presents in a workable and practical manner the principles and moral and educational values of play life, shows how an all-year program is constructed for church and parish, and furnishes to leaders a guide to the rich variety of source materials adaptable to church purposes. Chapters are devoted to the following themes: Present-Day Conditions and the Church, Educational and Moral Values of Play, Discovering the Recreational Task of the Church, Essential Elements of a Recreational Program, Organization, Administration, and Leadership of Recreation, Program Construction, Principles and Materials for Programs of, one, Physical Activities, two, Social Activities, three, Mental Activities, and Types of Churches and Programs. Directors of recreation should have this book.

April

SOURCES OF INFORMATION ON PLAY AND RECREATION

By Knight and Williams. 48 pp. 35 cents. Department of Recreation, Russell Sage Foundation, 130 East 22d St., New York City.

An invaluable booklet presenting a list of the most up-to-date books, pamphlets, and magazine articles dealing with every phase of recreation, arranged by subjects, together with a list of firms and publishers to facilitate ordering. A fine guide to the best works in this field.

May

CHURCH AND COMMUNITY RECREATION

By A. B. Wegener. 248 pp. Price $2.25. The Macmillan Co., New York.

Written by the only man who is giving his entire time in a theological seminary to the subject of recreation. Principles and practical material. The chapters on church recreation, and recreation plans are especially helpful.

June

THE CHURCH AT PLAY

By N. E. Richardson. 317 pp. Price $1.25. The Abingdon Press, New York and Cincinnati.

Section one deals with principles and methods with special reference to the church. Section two gives source materials of nine distinct types, one hundred fifty-four games in all.

July

PLAY AND RECREATION FOR THE OPEN COUNTRY

By Henry F. Curtis. 265 pp. Price $1.32. Ginn & Co., New York.

Discusses the social value of play in the open country and gives specific illustrations of various methods. Especially good for workers in rural churches.

August

HANDY LOOSE-LEAF CHURCH RECREATION SYSTEM

By Lynn Rohrbough. 510 pp. Price $2.50. Holland Press, Wellington Ave., Chicago, Ill.

The best single volume on recreation that the writer has ever seen. A compact, attractive, loose-leaf manual of recreation, dealing with matters of principles under sections entitled: Standards for Social Recreation, Advance Preparation, Training for Leadership, Program Building, and fairly teeming with source materials under the heads of Out-of-Doors Recreation, Mixing Games, Active Games, Social Games, Mental Recreation, Dramatic Recreation, and Musical Recreation. All the material is sound, sensible, and practical.

The loose-leaf arrangement gives the book potential as well as actual value for new material can constantly be added. The publisher of "Handy" issues a quarterly pamphlet entitled "Kit," which is always bringing the latest and best in recreation, and which comes ready to be filed in "Handy." If a director of recreation can have only one book, let him by all means have "Handy."

September

CAMPING FOR BOYS

By H. W. Gibson. 292 pp. Price $1.25. Association Press, New York.

CAMP AND OUTING ACTIVITIES

By Cheley-Baker. 427 pp. Price $1.50. Association Press, New York.

A well-rounded, church-centered program of recreation will embody camping and other out-door activities for teen age young people. These books will give invaluable help in this work.

October

HOW TO PRODUCE PLAYS AND PAGEANTS

By Mary M. Russell. 219 pp. Price $1.50. Geo. H. Doran Co., New York.

PALESTINE AND TRANSJORDANIA. By Ludwig Preiss and Paul Rohrbach. 230 pp. About 9 1-2x12 inches Price $10.00. Macmillan Company, New York.

No more beautiful "pictured Palestine" has ever been produced. The two hundred fourteen photogravures and twenty-one colored plates from photographs taken by Ludwig Preiss are artists' and engravers' supreme masterpieces. All who have ever visited this ever old, but ever new part of the earth can vouch for the accuracy and success of these marvelous pictures. Those who have never visited the Holy Land can "do so," with the aid of these pictures, with unforgettable pleasure and profit. The purchase of this volume and its use in 1927 will make 1927 stand out in memory above all years for the fuller understanding of the Palestine-and-beyond of today.

Dramatics and pageantry should have an integral place in the church-school program of recreation. This book treats the subject from an historical standpoint, shows the present-day emphasis on this form of recreational activity, and suggests principles and presents practical plans that will develop and conserve the values of this factor in religious education.

THE DRAMATIZATION OF BIBLE STORIES

By Elizabeth Miller. 162 pp. Price $1.25. University of Chicago Press.

It is a good book dealing specifically with Bible stories.

November

GAMES FOR THE PLAYGROUND, HOME, SCHOOL AND GYMNASIUM

By Jessie Bancroft. 456 pp. Price $1.60. The Macmillan Co., New York.

A collection of several hundred games and stunts, suitable for all ages and for all occasions. The descriptions of the games and rules for playing are clear and practical.

December

PRACTICAL CONDUCT OF PLAY

By Henry F. Curtis. 330 pp. Price $1.60. The Macmillan Co., New York.

Practical suggestions for those who administer recreation facilities. Especially helpful where there is a great deal of equipment, but suggestive for workers with limited equipment.

FOR WORKERS IN THE CRADLE ROLL DEPARTMENT

By Shirley Lu Dean*

THE BOOKS mentioned in this article for those who are interested in the cradle roll department begin with those that help church-school workers to a better understanding of the nature of these little folks. We then mention those that will help with the department, its organization and administration. The nursery class courses suggested are well known. A few books are listed from which substitutes can be taken. A book a month carefully studied will go a long ways toward making cradle roll workers efficient.

January

THE PSYCHOLOGY OF THE PRE-SCHOOL CHILD

By Bird T. Baldwin and Lorle I. Stecher. 305 pp. Price $2.00. D. Appleton and Company, New York.

The pre-school child has come to his inning. Today as never before the little child is getting attention. Drs. Baldwin and Stecker have conducted valuable studies in their laboratories at the Iowa Child Welfare Research station and in this book offer to parents and teachers interested in nursery education the results of their experiments. They present studies in physical growth, mental development, general intelligence and learning, motor control and coordination, perception, association, and language, concepts of weight, number and time; they treat educational activities and social development. The seven appendices are quite as valuable as the first part of the book, perhaps more so, as guides to students of early childhood.

February

A STUDY OF THE LITTLE CHILD

By Mary Theodora Whitley, 106 pp. Price 60 cents. The Westminster Press, Philadelphia.

Although this book was prepared mainly for workers with beginners nursery class teachers will find it very useful indeed for a better knowledge of the children who are three years old. It certainly is a helpful book.

March

THE HEALTH OF THE RUNABOUT CHILD

By William Palmer Lucas. 175 pp. Price $1.75. Macmillan Company, New York.

Who is and should be more concerned about the health of the little child than parents and cradle roll teachers? Because of this they should avail themselves of the splendid, helpful, and interesting material found in this book. We know that to early safeguard the health means normal growth and happier adulthood. The ideals about health for this little "runabout" child have been concretely and inspiringly treated. The menus and charts which have been made through careful study and experiment add value to this book.

April

TRAINING THE TODDLER

By Elizabeth Cleveland. 172 pp. Price $1.50. J. B. Lippincott Company, Philadelphia.

"Teach us what we shall do unto the child that shall be born." Judges XIII, 8.

Experimenting and research are great factors in progress. Through the help of these two factors we find in this book not only the valuable outgrowth of intensive study but the fundamental principles underlying the training of children. The material is in such form that it can be used in the home, and by cradle roll workers and others interested in child training. The four parts indicate what is to be found in this splendid book: Standards for Physical Development, Standards for Mental Development, Standards for Emotional Development and Standards for Social Development.

May

PLAY LIFE IN THE FIRST EIGHT YEARS

By Luella Palmer. 281 pp. Price $1.50. Ginn and Company, New York and Chicago.

This is not a new book at all but nevertheless one which will still bring practical help to all church-school workers with little tots and on up through the primary years. The first five chapters discuss the way a child may play-educate his body, his mental life, his means of expression, and his ideals. The last four chapters tell of the influence upon the child's life of his home, nature, playground, and other institutions.

*Specialist in Nursery Education, Wilmette, Illinois.

June

THE CRADLE ROLL MANUAL

By Jessie Eleanor Moore. 115 pp. Price 65 cents. The Methodist Book Concern, New York and Cincinnati.

The cradle roll is often the key to homes which probably would otherwise be closed to religious influences. This book has been written for superintendents of cradle roll departments and others interested in or responsible for cradle roll activities. The mother's creed alone makes the book valuable and with the other helpful material it is very worthwhile. The following topics are skillfully treated in this splendid manual: The Rights of the Very Little Child, Organization and Equipment, The Cradle Roll in the Church School, and Helpful Agencies.

July

THE CRADLE ROLL DEPARTMENT

By Elizabeth W. Sudlow. 108 pp. Price 60 cents. The Westminster Press, Philadelphia.

Jesus said, "Suffer the little children to come unto me." "How shall they come except they be brought? And it is the privilege of the cradle roll superintendent to invite them." Through this department the baby, home, and school are helped. Any one desiring to start a cradle roll or even to become more informed on the subject should read this helpful little book. Some of the chapters are: History, Organization, The Cradle Roll Class, The Mother's Auxiliary, Advertising the Department. These and others just as valuable in their suggestiveness are contained between the covers of "The Cradle Roll Department."

August

A SUCCESSFUL CRADLE ROLL SYSTEM

By Maude H. Fletcher, 89 pp. Price 75 cents. Fleming H. Revell Company, New York.

"If Christianity is ever to win the masses for Christ, we must begin, not only with the child in Sunday school, but with the baby in arms." This book is written for those church-school workers interested in the cradle roll. It will help to make the cradle roll the foundation of the church-school structure. Some of the chapters listed will clearly show the broad and influential part played by the cradle roll department such as: Why a Cradle Roll Is Necessary, Organizing a Cradle Roll, The Effect of the Cradle Roll on the Parents, A Motherhood Meeting, and How to Advertise a Cradle Roll.

September

OBJECT LESSONS FOR THE CRADLE ROLL

By Frances Weld Danielson. 106 pp. Price $1.50. The Pilgrim Press, Boston and Chicago.

This book consisting of fifty-two programs combining conversation, stories, and blackboard drawings is an excellent preparatory course to the beginner's work. It helps the small child to relate his daily experiences and his benefits to the Heavenly Father. Accompanying the book are ittle leaflets called home stories, a nest of ten blocks illustrating the lessons, and box containing objects to be used in connection with certain lessons. These lessons may also be used in the home, but wherever used they help to meet the needs of the little child.

October

THE MOTHER-TEACHER OF RELIGION

By Anna Freelove Betts. 285 pp. Price $1.50. The Abingdon Press, New York and Cincinnati.

"Is the home accepting its rightful share of responsibility for the religious training of its children?" Many parents are asking for methods and materials to better fit themselves for the task of helping their children from the earliest years. This book is written for this purpose and although addressed primarily to the mother, the father is not left out. Cradle roll workers get much help from it. Beside the helpful chapters on such topics as: The Awakening Mind, Physical Foundations, The Atmosphere of the Home, Foundations of Character, and Children's Problems, there is a wealth of material in the form of stories, pictures, and songs. Also at the end of the book is a valuable list of books for children.

November

THE NURSERY CLASS OF THE CHURCH SCHOOL

By Eva B. McCallum. 160 pp. Price $1.50. The Bethany Press, St. Louis.

This is a very valuable source book for workers in the cradle roll or nursery class. It contains stories, rhymes, and songs touching every phase and need of the child's life with suggestions as to their use. There are also nursery stories and pictures that may be procured to enrich the program. Also in this splendid book may be found topics on such subjects as: The Nursery School Movement, How Jesus Taught, Something We Know About Three-year-old Children, Methods and Equipment. We have in Mrs. McCallum's book one of the latest in this particular field. It is very helpful for the teacher of children of the pre-school age.

December

CHURCH-SCHOOL LEADERSHIP

By W. Edward Raffety. 323 pp. Price $2.00. Fleming H. Revell Co., New York.

Cradle roll workers will find very definite help for their problems on pages 139 to 146 of this book. It is offered in this list however because every officer of the church school and every teacher in every department ought to see the school as a whole in order to know better his or her place. The book is packed full of practical suggestions. It is a good book to close the year with for it certainly shows the bigness of church-school leadership.

Additional Books

Beckonings from Little Hands, Du Bois. Fireside Child Study, Du Bois. Cradle Roll Lessons, Oglevee. Being Well Born, Guyer. Care and Feeding of Children, Holt. The Baby's First Two Years, Smith.

CHILD LABOR DAY

Saturday, January 29, for Synagogues
Sunday, January 30, for Churches
Monday, January 31, for Public Schools

International Child Labor Committee
215 Fourth Ave., New York

FOR CHURCH-SCHOOL WORKERS WITH BEGINNERS

Selections by Edna Dean Baker*

Comments by Ima Little**

IN A recent book on children's dramatizations the following verse is found:

Where go the children, traveling, traveling?
Where go the children, traveling ahead?
Some go to conquer things; some go to try them
Some go to dream them; and some go to bed.

To which the author adds these significant words, "And the tragedy is that even those who only 'go to bed' have had teachers."

The following twelve books are recommended for church-school workers with beginners. It is hoped that readers who are familiar with any of the books suggested will choose other books equally helpful.

January

KINDERGARTEN METHOD IN THE CHURCH SCHOOL
By Edna Dean Baker. 353 pp. Price $1.50. The Abingdon Press, New York and Cincinnati.

Here is the church-school kindergarten's chart and compass. None should be without it. The author stands in the foremost rank as a professional kindergartner. Her material is educationally sound, and definite, and concrete in its application. The five main divisions and chapter titles of the book are: Part I, Studying the Child (The Physical Foundation, Mental Characteristics, Instinctive Behavior, Individual Difference, Habit Formation); Part II, Subject Matter Correlated With the Activities of Child Life (Conversation, The Technique of Conversation, The Basis for Prayer in Child Thought and Feeling, The Art of Praying With Beginners, The Story, How to Tell Stories, Pictures, Music—Instrumental and Song, Rhythmic and Dramatic Plays, Manual Activity, Technique of a Project, The Class Procedure, Curriculum Material); Part III, Equipment (The Physical Equipment); Part IV, Administration (Management of the Department, Cooperation With the Home, Correlation With the Church School); Part V, The Teacher.

February

A STUDY OF THE LITTLE CHILD
By Mary Theodora Whitley. 106 pp. Price 60 cents. The Westminster Press, Philadelphia.

Ten interesting, intensely instructive chapters on child psychology by one eminently well fitted to prepare such a book. Without a thorough knowledge of child nature, the teacher of beginners cannot accomplish much. In this book she will find a wealth of information on the following topics: What They Are as They Come to Us, What They Bring to Us, Ways They Feel and What They Want to Do, Response to New Atmosphere and Relationships, Changing Physical Powers, Need of Mental Satisfaction, Reveling in Imagination, Attitudes Toward People, Modifications of Character, Religious Growth.

March

A COURSE FOR BEGINNERS IN RELIGIOUS EDUCATION
By Mary Everett Rankin. 236 pp. Price $1.50. Charles Scribner's Sons, New York.

A course of lessons for a year for children five years of age. As an introduction, there are twelve short chapters on The General Plan of the Course, Characteristics of Five-Year-Olds, Music for Beginners, How to Teach a Hymn, Story-Telling in the Beginner's Class, Suggestions for Story-Telling, Playing the Stories, Teaching Beginners to Pray, Handwork in the Beginner's Department, The Room and its Equipment, etc., as well as a number of hymns suitable for use in the beginner's department. Then follow fifty-two lesson programs, one for each Sunday of the year.

April

RELIGIOUS EDUCATION THROUGH STORY TELLING
By Katherine D. Cather. 219 pp. Price $1.00. The Abingdon Press, New York and Cincinnati.

"In order to teach a child truth," said a wise Athenian, "it is necessary to teach him fiction." All the world loves a story, but perhaps none better than a little child. A teacher of beginners has a remarkable opportunity to teach through the use of the story. To such, Mrs. Cather's book will be invaluable. In these eleven chapters, each reader will find practical help in mastering the art of story telling: The Universal Appeal of the Story, The Purposeful Use of the Story, The Structure of the Story, The Story Interests of Children, The Story Interests of Pre-Adolescents and Adolescents, How Stories Can Be Used, The Technique of Story Telling, Types of Stories and Their Uses, Sources of Story Material, The Use of Pictures in Story-Telling, The Story Teller Herself. If a smaller book is desired, the reader is referred to Cather, *Story Telling for Teachers of Beginners and Primary Children*, 60c, Caxton Press, New York.

May

THE DAWN OF RELIGION IN THE MIND OF THE CHILD
By Edith E. Read Mumford. 111 pp. Price $1.25. Longmans, Green and Company, New York.

"Complete development of character, as well as of intelligence, can be attained only when the life is inspired by a religious purpose." In this book the author shows the lines along which the religious development of the child takes place. While it is primarily a mother's book, it appeals also to teachers. In the heart of the child's being God has laid the foundation; the nature of the super-structure reared upon it depends largely upon the materials teachers bring for the building thereon.

*President, National Kindergarten and Elementary College, Evanston, Ill.
**Specialist in church-school work with beginners, Evanston, Ill.

June

CHILD NATURE AND CHILD NURTURE

By Edward Porter St. John. 106 pp. Price 85 cents. The Pilgrim Press, Boston and Chicago.

The topics that are discussed in this little book are all related to the training of young children. The author's aim is to aid in moral and religious education in the home, for it is there he believes the most telling work of character-building is to be done. The material is especially designed for use in class or club. No supervisor of a church-school kindergarten can do better than to study the problems which face parents and encourage them, in class or individually, to consider these problems from a Christian point of view.

July

HOW TO TEACH RELIGION

By George Herbert Betts. 223 pp. Price $1.25. The Abingdon Press, New York and Cincinnati.

The successful teaching of religion is based on the same laws that apply to other forms of teaching; hence, teachers in church schools need and have a right to all the help that a scientific pedagogy, permeated by an evangelistic spirit, can give them. They also have an obligation to avail themselves of this help for the meeting of their great task. This book deals in a concrete and practical way with the underlying principles of religious instruction.

August

CHILDHOOD AND CHARACTER

By Hugh Hartshorne. 282 pp. Price $2.00. The Pilgrim Press, Boston and Chicago.

A study of the religious life of children and their relation to society. The author states that the process of religious education takes place as the individual lives among people, comes into touch with the highest type of spiritual life, and responds to this life by developing habits, attitudes, and purposes that serve to give range and direction to the constructive social tendencies, and to hold in check or direct such tendencies as are destructive to social good. Society's part in this process is ably discussed. Since the teacher of children plays no small part in the process, she will do well to carefully study this text.

September

THE LITTLE CHILD AND HIS CRAYON

By Jessie Eleanor Moore. 64 pp. Price $1.00. The Abingdon Press, New York and Cincinnati.

What a child sees and hears he reproduces. Further, he does not get hold of an impression or an idea until he has done it. "He acts it out before he really takes it in." One type of self-expression is discussed in this book,—handwork. The chapter titles are: Self-expression in Religious Education, The Tests of Handwork, A Language of Childhood, A Study of Children's Drawings, Drawing in the Church School. Every teacher of beginners who realizes the importance of handwork should know and use this manual.

October

METHODS WITH BEGINNERS

By Frances Weld Danielson. 162 pp. Price 60 cents. The Pilgrim Press, Boston and Chicago.

The author, a well-known student and lover of children, presents in twenty chapters a practical working manual for all workers in the beginner's department of the church school. Superintendents and teachers of beginners will find a gold mine of information and inspiration in this book, chapter titles of which are: Officers, Teachers, and Children; The Room and its Furnishings; The Child in the Room; Materials for Religious Education; Building a Program; Worship and Prayer; Music; Giving and the Missionary Spirit; The Use of Pictures; The Story Period; The Circle Talk; The Child During the Week; Records and Recognition; Standards for Promotion; Planning for Special Days; Home Cooperation; Plans for Conferences; and three chapters on Reports on Practice Work and Observation.

November

THE BEGINNERS BOOK IN RELIGION

By Edna Dean Baker. 271 pp. Price $1.40. The Abingdon Press, New York and Cincinnati.

A week-day text book with sixty-four lessons in religion for autumn, winter, and spring. Part One deals with Early Religious Education, Child Nature and Religious Education, Activities and Materials, The Setting, and The Procedure. Teachers and supervisors in the kindergarten department of the church school will find much valuable material in this book.

December

TELLING BIBLE STORIES

By Louise Seymour Houghton. 294 pp. Price $1.75. Charles Scribner's Sons, New York.

While this is an old book, it is nevertheless a very useful and instructive one, dealing with the method of story telling. The chapter titles are: The Old Testament and the Child, The Morning Stories, Before the Flood and After, A Patriarch Story, Other Patriarch Stores, Hero Tales, Romance Stories.

Speaking of a "Book a Month"—

THE INTERNATIONAL JOURNAL

for Church-School Workers is as good as a book a month, and better than some books.

Introduce It To Your Friends

Let them try it each month in 1927

FOR CHURCH-SCHOOL WORKERS WITH PRIMARY CHILDREN

By Sophie A. Theilgaard*

THE TEACHING profession very definitely and irrevocably offers to those who engage in it either "a high way or a low." There trudge along the low way of limited vision and mediocre achievement many self-sufficient folk, complacently unaware of the attractive prospects that are spread before those eager spirits who take the high way of educational vision.

Those who have long been engaged in the religious education of children have joined themselves either to the one company of travellers or to the other. For such veterans, the proffer of a book list is futile, since one group is committed to walking along the low road of "this is the way we always do it," and the other group, with creative zeal, has already laid hold on the guidance of educational literature and can venture freely, without help, along the most interesting by-paths of reading.

The selection of books below is made, therefore, for the teacher who is beginning her work. It is offered in the hope that she may choose the high road of advanced vision and enlarged achievement.

January

PRIMARY METHODS IN THE CHURCH SCHOOL

By Alberta Munkres. 242 pp. Price $1.25. Abingdon Press, New York and Cincinnati.

The introduction to the task of the primary department, and a specific survey of some aspects of the work are afforded in Miss Munkres' book. There are chapters of particular interest on each of the following topics: Curriculum Material, Making the Story Grip, Expression Through Dramatization, The Lesson Plan, The Program of Worship.

February

A STUDY OF THE PRIMARY CHILD

By Mary Theodora Whitley. 114 pp. Price 60 cents. Westminster Press, Philadelphia.

The development of real educational technique in the training of children must have its basis in a study of child nature. Miss Whitley makes a clear analysis of some of the intangible and elusive aspects of child nature. Such a study is helpful in directing the primary teacher in an appreciative observation of children's reactions to the program offered in the church school. It serves also as a measuring stick for evaluating activities and as a guide to desirable modifications in the program.

CHILDHOOD AND CHARACTER

By Hugh Hartshorne. 275 pp. Price $2.00. Pilgrim Press, Boston and Chicago.

This book is of the same type as Miss Whitley's, but is more comprehensive in scope.

March

HOW TO TEACH RELIGION

By George Herbert Betts. 223 pp. Price $1.25. Abingdon Press, New York and Cincinnati.

It is desirable that every worker should consider his particular work as an integral part of the educational task of the whole church. Dr. Betts offers an interpretation of educational technique in the general field of religious education. Of particular interest is the analysis of the aims of religious education, followed by the very specific suggestions for their attainment.

April

STORY TELLING FOR TEACHERS OF BEGINNERS AND PRIMARY CHILDREN

By Katherine D. Cather. 144 pp. Price 60 cents. Caxton Press, New York. or

RELIGIOUS EDUCATION THROUGH STORY TELLING

By Katherine D. Cather. 219 pp. Price $1.00. Abingdon Press, New York and Cincinnati.

If one is attempting to teach children, it becomes a matter, well-nigh of self-preservation, to know how to tell stories. The first book deals with the specific story-telling problems of the primary teacher. The second includes chapters on Types of Stories and Their Uses, Sources of Story Material, The Use of Pictures, and The Story Teller Herself.

May

THE DAWN OF RELIGION IN THE MIND OF THE CHILD

By Edith E. Read Mumford. 111 pp. Price $1.25. Longmans, Green & Co., New York.

A clear understanding of child nature is evidently the basis of Miss Mumford's study. No teacher can read the little book without realizing anew the obligations and the opportunities of her contacts with children.

June

PRIMARY STORY WORSHIP PROGRAMS

By Mary Kirkpatrick Berg. 195 pp. Price $1.75. George H. Doran Co., New York.

CHILD RELIGION IN SONG AND STORY

By Georgia Louise Chamberlin. 256 pp. Price $1.25. University of Chicago Press, or

AT SCHOOL WITH THE GREAT TEACHER.

By Jeanette Perkins. 208 pp. Price $2.50. Pilgrim Press, Boston and Chicago.

The development of a worship program rests on an understanding of the nature of worship, the basic principles of program making, and a study of properly assembled programs. The three books mentioned contain such programs. Though Miss Perkins' book is intended for the second year primary child, her selection of story, worship, and activity programs would be helpful to all workers in the primary department.

July

A CHINA SHEPHERDESS

By Margaret T. Applegarth. 323 pp. Price $1.75. The Judson Press, Philadelphia.

This collection of well-told stories of world friend-

*Director, Department of Children's Work, International Council of Religious Education.

1927 Announcement

COKESBURY TRAINING COURSE TEXTS

THE COKESBURY Training Course has been prepared to meet the needs of thousands of Sunday-school workers, pastors and others who carry on the work of the Kingdom under the limitations of the small church. All of the books are written by a person familiar with the small town and open country situation, in simple style, dealing with problems in a practical way.

THE SMALL SUNDAY SCHOOL: ITS PLANS AND WORK

L. F. Sensabaugh ..... *60 cents*

A prominent member of the International Council writes, "It is the first of its kind to meet the needs of the small Sunday school; it is the finest outline of suggestions for officers and teachers in the small school . . . ."

THE SUNDAY SCHOOL WORKER: HIS LIFE AND WORK

L. F. Sensabaugh ..... *60 cents*

A prominent Sunday school worker writes, "The style is enthusiastic, inspirational, spiritual. The discussions are enlivening, with a wealth of apt illustrations which will appeal to the people who are serving as officers and teachers in the small Sunday school."

THE LIFE OF CHRIST

Umphrey Lee ..... *60 cents*

"No important event in that full life of Jesus seems to have been overlooked. . . . It is admirably adapted to courses for use in young people and adult study groups . . . a worthwhile contribution to this field."

STUDIES IN METHODIST HISTORY

J. Marvin Culbreth ..... *60 cents*

"The book is suitable for use in Methodist circles, in the small church or Sunday school, and for study by young people's classes and adult groups in any location."

Cokesbury Religious Training and

COKESBURY TEXTS IN TH

THE STANDARD Training Course is prepared cooperatively by several large denominations undertaking a thorough training program. Each year the course is improved by the addition of advanced texts and the elimination of those which have outlived their usefulness for one reason or another. The course is planned to meet the needs of the average teacher whose educational equipment is represented by the last two years of high school and the first two years of college.

TEACHING IN THE SUNDAY SCHOOL

Goodrich C. White *$1.00*

"The opening chapter, 'Getting and Holding Attention,' is in itself evidence of the skill of the author in presenting the entire subject. . . . The illustrations are taken from practical situations in Sunday schools scattered throughout the country."

LEARNING AND TEACHING

Sheridan and White ..... *80 cents*

One of the first and most widely used of the text books issued for this course. Its practical value lies in the fact that it was written by men trained in the field of religious education who wrote out of the experience of years of successful teaching.

TRAINING JUNIORS IN WORSHIP

Mary Alice Jones *$1.00*

The author has produced from a rich background of editorial and practical experience a splendid book for those who work and plan to work in the junior department.

THE PROGRAM OF THE CHRISTIAN RELIGION

John W. Shackford ..... *80 cents*

In this book the author has undertaken to answer the question "How can the Christian Church meet the world's religious needs?" Its study will enrich the life and enlarge the vision of all who read it.

COKESBURY

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COKESBURY PRESS GOOD BOOKS

ational, Leadership tional Texts

ARD TRAINING COURSE

THE TRAINING OF THE DEVOTIONAL LIFE

Kennedy and Meyer ..... ***60 cents***

Worship is as old as the race and youth respond quickly and naturally to the worship appeal. This is a valuable book for pastor, Sunday school teacher and parent.

EVANGELISM IN THE SUNDAY SCHOOL

E. B. Chappell ***$1.00***

This text offers a treatment of the subject at once in harmony with sound educational theory and religious experience.

THE MISSIONARY MESSAGE OF THE BIBLE

Edmund F. Cook ***$1.00***

The author of this book has been in the missionary enterprise for years. "One cannot read the book without a clearer, fuller appreciation of the divine plan."

ORGANIZATION AND ADMINISTRATION OF THE INTERMEDIATE DEPARTMENT

H. H. Harris ..... ***70 cents***

The author shows a working knowledge of the theory and practice of religious education involved in work with boys and girls of Intermediate age, and points the way for a better understanding of the early adolescent group.

COMMUNITY FORCES FOR RELIGIOUS EDUCATION

G. Walter Fiske ..... ***60 cents***

The purpose of this book is to help the church school worker to a better understanding of the multitude of forces which play upon the adolescent boy and girl and which make for or against their religious development.

THE MEANING OF METHODISM

Gilbert T. Rowe ***$1.00***

Every great Protestant body has been the result of an earnest effort to interpret and make operative the Program of Christian religion. This is a clear, forceful presentation of the genius of Methodism.

SS, Publishers

TENNESSEE

1927 Announcement

BIBLE TEXTS ISSUED ON THE LEVEL OF THE STANDARD TRAINING COURSE

ONE OF the greatest needs of workers with young people and children is that of a series of Bible textbooks based upon the very best scholarship of the day, omitting the controversial problems which are raised by scholars but guiding the reader in his own study and in interpretation of the Scripture. Such books are now available, the Cokesbury publications in this field being:

THE BIBLE, ITS ORIGIN AND GROWTH

Costen J. Harrell ***$1.00***

An intelligent appreciation of our Bible, how it came to be, how it has been marvelously preserved and how it happens to contain just what it does as Scripture are the excellent subjects treated by the author.

A HISTORY OF NEW TESTAMENT TIMES

George M. Gibson ***$1.00***

"The book is clearly and plainly written and is admirably suited for the Sunday school teacher or Bible student who stands in need of a better knowledge of the times and circumstances under which the early Christian Church began its work."

THE MESSAGE OF JESUS

Harvie Branscomb ***$1.00***

"There is a fascination and a freshness in the method of treatment that will interest the reader from the opening paragraph to the close of the last chapter."

ST. MARK'S LIFE OF JESUS

Andrew Sledd ***$1.00***

"This is not just another Life of Christ. It is new in its style of intimacy and detail . . . his pen pictures make the Master live again."

THE LIFE AND LETTERS OF PAUL

Thomas Carter ***$1.00***

"An excellent and readable book, splendid for use in training classes, young people and adult classes at the Sunday morning hour, and for systematic study in connection with the prayer meeting service."

COKESBURY PRESS GOOD BOOKS

ship is typical of the numerous story groups assembled with the purpose of leading children to the appreciation of a world community.

August

MOTIVES AND EXPRESSION IN RELIGIOUS EDUCATION

By Charles S. Ikenberry. 304 pp. Price $2.00. George H. Doran Co., New York.

The subtitle, "A Manual of Worship, Handwork, Play and Service," indicates the content of the book, which includes chapters on dramatization, on handwork, and on the use of art in religious education. Under each topic there are suggestions for specific projects, some of them more acceptable than others, but all of value in directing the activity program of the church school.

September

DRAMATIZATION IN THE CHURCH SCHOOL

By Elizabeth E. Miller Lobingier. 162 pp. Price $1.25. University of Chicago Press.

Here is a very definite treatment of the use of dramatization in teaching. There are included chapters on Blocking Out the Story, Costumes, and Biblical Material.

October

PLAY LIFE IN THE FIRST EIGHT YEARS

By Luella H. Palmer. 281 pp. Price $1.50. Ginn and Co., New York and Chicago.

The material provided in this comprehensive treatment of children's play will provide direction for the recreational program of the primary department, as well as for the handwork and dramatization.

November

METHOD IN TEACHING RELIGION

By George H. Betts and Marion O. Hawthorne. 488 pp. Price $2.50. Abingdon Press, New York and Cincinnati.

The essentials of teaching method are here very clearly outlined and applied in such topics as the following: Laws of Learning in Religion, Types of Teaching, Classroom Procedure, Problem-Project Teaching.

December

THE HIGHWAY TO LEADERSHIP

By Margaret Slattery. 143 pp. Price $1.50. Pilgrim Press, Boston and Chicago.

YOU CAN LEARN TO TEACH

By Margaret Slattery. 223 pp. Price $1.35. Pilgrim Press, Boston and Chicago.

Lest one become too much troubled about the overwhelming task of the teacher, there are such books as Miss Slattery's to give courage and inspiration for the old, yet ever new work.

FOR CHURCH-SCHOOL WORKERS WITH JUNIORS

By Marion O. Hawthorne*

January

THE JUNIOR. LIFE-SITUATIONS OF CHILDREN NINE TO ELEVEN YEARS OF AGE

By Ernest J. Chave. 174 pp. Price $1.25. The University of Chicago Press.

Dr. Chave presents here in graphic and accurate detail the daily life of junior children and their problems of adjustment which the religious educator should observe in curriculum making and teaching. Six-hundred and fifty children in one section of Chicago constitute the sources of data concerning the problems of home, health, church, community and leisure time relationships presented in this book.

February

A STUDY OF THE JUNIOR CHILD

By Mary Theodora Whitley. 155 pp. Price 60 cents. The Westminster Press, Philadelphia.

In this book Dr. Whitley deals with the junior group in a much more general way than Dr. Chave, though she seeks to emphasize the life-situations and vital needs of children nine to eleven in all their contacts. This little book is rich in scientific background, is human in approach, and is stimulating in problems for thought and investigation provided for the reader.

March

METHOD IN TEACHING RELIGION

By George Herbert Betts and Marion O. Hawthorne. 488 pp. Price $2.50. The Abingdon Press, New York.

In this volume are represented *first* the basic principles of teaching religion defined in terms of a dynamic psychology, and *second*, the application of those principles to concrete procedure in the classroom. Part I deals with the underlying principles of method and Part II with the application of these principles to specific types of teaching.

April

THE PROJECT PRINCIPLE IN RELIGIOUS EDUCATION

By Erwin L. Shaver. 300 pp. Price $2.25. The University of Chicago Press.

Here will be found many helpful suggestions as to how the teaching of religion through self-activity and problem-solving on the part of the pupils may promote Christian character. Part I deals with the principles and technic of project teaching; Part II with suggested projects for specific age groups.

May

JUNIOR METHOD IN THE CHURCH SCHOOL

By Marie Cole Powell. 320 pp. Price $1.25. The Abingdon Press, New York.

Out of a wealth of experience as a junior teacher and superintendent Mrs. Powell has contributed this handbook for workers with juniors, dealing with a consideration of the pupil's needs and interests, the aims of the junior department, types of classroom procedure to

*Professor of Religious Education, Northwestern University, Evanston, Ill.

employ, how to provide religious training through various forms of activity including worship.

June

INDUSTRIAL ARTS IN ELEMENTARY SCHOOLS

By Frederick G. Bonser and Lois Coffey Mossman. 491 pp. Price $2.25. The Macmillan Company, New York.

From the field of public education comes this valuable book dealing with the use of industrial arts in teaching children. Part I deals with the principles of selection and organization of these industrial arts, and Part II presents concrete suggestions as to how these principles may be applied to the school subjects. This book is rich in suggestion and usefulness for the teacher of religion.

July

RELIGIOUS EDUCATION THROUGH STORY TELLING

By Katherine D. Cather. 219 pp. Price $1.25. The Abingdon Press, New York.

Mrs. Cather has presented in this book the cream of her experience as a story teller. She has shown clearly how story-telling may be employed as a type of teaching in religion, and especially in Chapters III, VII, X and XI has she treated in an effective manner the technic of story-telling.

August

TRAINING JUNIORS IN WORSHIP

By Mary Alice Jones. 200 pp. Price $1.25. Cokesbury Press, Nashville, Tenn.

When one reads this fascinating and suggestive volume, he is convinced that it is the contribution of a woman who knows juniors, who understands their worship needs and interests, who is well versed in the materials of worship best suited to juniors, and who possesses skill in planning and conducting worship services for children nine to eleven.

September

CURRICULUM OF WORSHIP FOR THE JUNIOR CHURCH SCHOOL, Books I and II

By Edna M. Crandall. About 364 pp. each. Price $2.00 each. The Century Company, New York.

In these excellent books Miss Crandall has presented in usable form materials suitable for junior's training in worship, including hymns, prayers, story-suggestions, poetry, memory materials and picture lists. The curricula are arranged according to monthly themes and Sunday-by-Sunday programs for two years extending from October to June.

October

GRADED SOCIAL SERVICE IN THE SUNDAY SCHOOL

By W. Norman Hutchins. 135 pp. Price $1.25. University of Chicago Press, Chicago.

This book is included in this list because of its stimulating and vital viewpoint concerning the educational value of training in social service. It goes beyond the perfunctory philanthropy of an earlier missionary emphasis and deals with social service from the standpoint of its effect upon the life, ideals, motives and habits of the one who serves. This book may be richly supplemented by two other more recent books.

One. *Training World Christians*, by Gilbert Loveland. 240 pp. The Methodist Book Concern, New York.

Two. *Projects in World Friendship*, by John Leslie Lobingier. 171 pp. The University of Chicago Press, Chicago.

November

BOOKS ON DRAMATIZATION

DRAMA IN EDUCATION. By Grace Sloan Overton. 200 pp. Price $2.50. The Century Company, New York.

BIBLE STUDY THROUGH EDUCATIONAL DRAMATICS. By Helen Willcox. 155 pp. Price $1.00. The Abingdon Press, New York.

December

YOUTH AND THE BIBLE

By Muriel Anne Streibert. 251 pp. Price $2.25. The Macmillan Company, New York.

Professor Streibert attempts to show how the teacher of religion may make the Bible clear and understandable in the life of his pupils. She treats such questions as the following: Old Testament Conceptions of Nature; Miracles of the Old Testament; Pre-Christian Conceptions of God in the Old Testament; the Understanding of Jesus.

THE MODERN USE OF THE BIBLE

By Harry Emerson Fosdick. 291 pp. Price $1.60. The Macmillan Company, New York.

In this book is to be found a simple, comprehensive, virile statement of a working faith that possesses richness and meaning for the religious perplexities of the present day. It makes the Bible live.

FOR CHURCH-SCHOOL WORKERS WITH INTERMEDIATES

By A. J. Gregg*

THE PROBLEM here was one of determining which of the eligible books would most readily carry over into the practices of the reader. Books, to do that, must deal critically and constructively with the everyday practices and problems of workers.

The reader will find it impossible to agree wholly with all the practices described. Contradictory practices, and the reasons given to uphold them, will reveal the truth, and the reader can then choose his own course of action with insight.

It was a great temptation to describe the source books of modern theories about religion, education, and psychology. They are listed and should be read by any worker seeking thorough understanding of his practices.

*Director Boy's Work, National Council of Y. M. C. A., New York.

The writer tried to prevent his own belief in the project approach to religious education from prejudicing his selection.

The first selection gives a general survey of intermediate work. It is followed by general books on the problems and life situations of the intermediate. The specifics of method comprise the remainder of the list.

January

INTERMEDIATE METHOD IN THE CHURCH SCHOOL

By Frank M. McKibben. 324 pp. Price $1.25. Abingdon Press, New York and Cincinnati.

This is a survey of the nature of the adolescent, the subject matter and method best adapted to intermediates, the principles to guide the organization of class and department, and a survey of the needs for leadership, the qualities desired and the training which such leaders need. It is admirably suited for opening up the full range of problems of workers with intermediates.

February

THE REAL BOY AND THE NEW SCHOOL

By A. E. Hamilton. 224 pp. Price $2.50. Boni & Liveright.

". . . Every chapter is an intensely fascinating human story of some aspect of life. If you are interested in the educational process you will find it described in the chapter, 'Sunday-school Lessons at Work.' If you want to be a better advisor and guide, read the chapters on 'A Great Teacher Welcomes Me,' or 'We Experiment with Democracy.' If you wish to deal with sex education, books, or religion, more effectively then read chapters seven to thirteen. . . ." *W. Ryland Boorman.*

March

YOUTH IN CONFLICT

By Miriam Van Waters. 293 pp. Price $1.00. Republic Publishing Co., New York.

Life stories, gathered from boys and girls caught between the cogs of social forces and thereby unadjusted, give a gripping challenge to this book. Children here mirror the forces which formed them. Victims of society, they reveal to workers what forces must be dealt with if boys and girls are to grow wholesome characters.

April

WHAT AILS OUR YOUTH

By George Albert Coe. 97 pp. Price $1.25. Charles Scribner's Sons, New York.

Where is the fault anyway? Many people are inclined to answer "In Youth." Dr. Coe answers "In Adults." This excellent summary of the causes of the predicament of youth today must be faced by adult leaders of youth. This is a little book but it is a spotlight for workers with youth.

May

UNDERSTANDING OUR CHILDREN

By Frederick Pierce. 200 pp. Price $2.00. E. P. Dutton Co., New York.

Parents ask Dr. Pierce, "How can we help our children avoid the futile and devastating nervous habits which perplex us?" His answers put emphasis upon emotional habits, how they are formed, how emotional adjustments can be made. This guidance is much needed.

June

CASE STUDIES IN RELIGIOUS EDUCATION

By Goodwin B. and Gladys H. Watson. 296 pp. Price $3.00. Association Press, New York.

This effective effort combines theory and practice. Actual life situations are studied in the light of quotations from modern theories of religious education. The situations are so well chosen and the resources offered so apt that readers are sure to find this book of constant use. Sources, quotations, and bibliography make the book doubly valuable.

July

TEACHING ADOLESCENTS IN THE CHURCH SCHOOL

By Erwin L. Shaver. 172 pp. Price $1.25. George H. Doran Co., New York.

Have you found a way to direct your own study of your own task? This plan book lays out a list of problems. It guides you to consider the factors of each problem, leading to proper sources in the greatest books and helping you find your own way. These are some of the problems for which study plans are outlined—Aims, Lesson Planning, Learning to Teach by Observation, The Real Curriculum Courses for Adolescents, Habit Formation and Character Building, Organized Group Activities, Religion Through Worship. This book is desirable on many counts. Its bibliography is a great asset.

August

METHODS FOR GROUP LEADERS

By Committee of Counsel and Guidance of the Christian Citizenship Program. 36 pp. Prices 25c single, 12 for $2.50. Association Press, New York.

A partial table of contents reveals the worth of this tool. Can I become a group leader? How can I begin? How to conduct a first discussion to locate group interests. How shall I win the confidence of my group? How shall I help my group organize? How shall I help my group build programs? (a) How a leader can recognize the inherent interests and wholehearted purpose of his group. (b) How to lead a discussion of any problem the group may face. (c) How a leader may get variety of program. How will character grow out of my work as a group leader? (a) How everyday experiences become Christian experiences. (b) How to help a group see the outreach of situations it faces to nation wide and world wide problems. (c) How a leader may help boys analyse their attitudes and motives.

September

THE PROJECT PRINCIPLE IN RELIGIOUS EDUCATION

By Erwin L. Shaver. 375 pp. Price $1.50. University of Chicago Press, Chicago.

A volume of theory and practice setting forth the possibilities for project teaching in the field of religious education. Mr. Shaver proposes simply to present a sufficient background of educational theory and illustrations of practical use so that earnest and progressive teachers may find rich sources of inspiration and help.

October

TEACHING RELIGION BY PROJECTS. A SYMPOSIUM
100 pp. Price 75 cents. *Religious Education*, October 1926, Chicago.

These eighteen articles deal with the principles involved in project teaching and with examples of such teaching in camps, conferences, seminaries, colleges, the church and vacation schools, and in inter-racial contacts. Contrasting viewpoints are expressed. It gives an excellent notion of the importance and scope of the project idea.

November

WHAT DOES CHRIST EXPECT OF YOUNG PEOPLE TODAY?
By T. H. P. Sailer. 110 pp. Series A. 135 pp. Series B. Pilgrim Press, Boston and Chicago.

Forty-eight topics chosen for discussions of a self-guiding group, are outlined in two series. Discussion outlines for the leaders and study plans for group members are furnished. Presumably some of these topics would interest other groups. Certainly the interesting method is worthy of study by all.

December

RELIGIOUS EDUCATION THROUGH STORY TELLING
By Katherine D. Cather. 219 pp. Price $1.00. The Abingdon Press, New York and Cincinnati.

The power of story telling in the religious education of intermediates warrants the choice of a guide book. This book has chapters on story structure, the purposeful use and how to use stories, interests of various age groups, techniques, types of stories, sources, and the skills of a story teller. A rich experience makes it a rich resource book.

A Supplementary List of Great Source Books for Religious Education

A SOCIAL THEORY OF RELIGIOUS EDUCATION
By George Albert Coe. 314 pp. Price $1.75. Charles Scribner's Sons.

THE CURRICULUM OF RELIGIOUS EDUCATION
By William Clayton Bowers. 295 pp. Price $2.25. Charles Scribner's Sons.

FOUNDATIONS OF METHOD
By William Heard Kilpatrick. 304 pp. Price $2.00. Macmillan Co.

CHARACTER BUILDING IN A DEMOCRACY
By Walter Scott Athearn. 165 pp. Price $1.50. Macmillan Co.

HOW TO TEACH RELIGION
By George Herbert Betts. 223 pp. Price $1.25. Abingdon Press.

HOW TO TEACH
By Strayer and Norsworthy. 297 pp. Price $2.00. Macmillan Co.

CHURCH SCHOOL LEADERSHIP
By W. Edward Raffety. 323 pp. Price $2.00. Fleming H. Revell Co.

THE SCHOOL IN THE MODERN CHURCH.
By Henry F. Cope. George H. Doran Co.

HUMAN NATURE AND CONDUCT
By John Dewey. 336 pp. Price $1.50. Henry Holt & Co.

THE PSYCHOLOGY OF MIDDLE ADOLESCENTS
By Mary E. Moxcey. 96 pp. 70 cents. Abingdon Press.

PERSONALITY AND SOCIAL ADJUSTMENT
By Ernest R. Groves. 396 pp. Price $1.50. Longmans Green & Co.

THE RECONSTRUCTION OF RELIGION
By Charles A. Ellwood. 324 pp. Macmillan Co.

FOR CHURCH-SCHOOL WORKERS WITH SENIORS

By Bona Mills*

BEFORE any church worker with seniors can hope to contribute to the character growth of those in his charge he must become familiar with the world in which present day young people are living and their reactions to that world.

January

WHAT AILS OUR YOUTH
By George Albert Coe. 97 pp. Price $1.25. Charles Scribner's Sons, New York.

Of the number of books on youth and the problems of youth which have appeared during the past few years, perhaps the best for our purpose. Dr. Coe attempts to solve the problem of what ails our youth by a critical study of the attitude of the older generation toward youth and the effect of our institutions on youth. Such questions as,—what ails education, what ails religion, what ails us,—give us a clue to the remedies for the ailments of youth.

*Missionary Secretary, The United Church of Canada, Board of Religious Education, Toronto.

February

THE PSYCHOLOGY OF MIDDLE ADOLESCENCE
By Mary E. Moxcey. 192 pp. Price 70 cents. Caxton Press, New York.

Such a general understanding of youth would, however be inadequate without a further study of the specialized field of adolescence such as is here presented or in some similar book on adolescent psychology. Miss Moxcey deals with the general physical, mental and emotional characteristics of this period, with normal personality, problems of sex-behaviour and the religious life of the middle teens.

March

FOUNDATIONS OF METHOD
By William Heard Kilpatrick. 371 pp. Price $2.25. Macmillan Co., New York.

Having acquired some understanding of the boys and girls of this particular age we need to discover the best methods of working with them. If we consider our goal

A NEW HEART FOR THE NEW YEAR

There is no new thing under the sun.—Ecclesiastes 1:9.
He that sitteth on the throne said, Behold I make all things new.—Revelation 21:5.

From the point of view of material circumstances there is nothing new under the sun. There is not even a New Year; there is only another year.

Our forefathers traveled by coach, or on horseback, on foot and by sailing ship. We by express trains, floating palaces, automobiles and flying-machines. But these are only new methods of doing the same old thing. Progress in material efficiency, increase of speed, implies nothing new in the elemental circumstances of life.

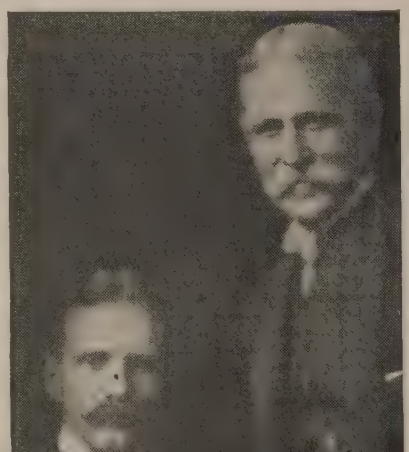
Yet John, standing on rocky Patmos, with the eternal heavens above him and the ancient ocean around him, heard Him that sitteth on the throne saying, Behold I make all things new.

How is this? Surely the meaning is plain: Christ makes all things new because He produces a change in us and in our relations to all things.

The only way to find a new heaven and a new earth is to obtain a new heart. When we become new creatures in Christ Jesus the old things are passed away, behold they are become new!

It is the folly of earthly wisdom that men limit the idea of newness to that which is novel,—experienced for the first time. In truth the familiar is also "new" if we approach it with a fresh heart.

The man who is renewed in Christ is like one returning to life from a desperate illness. To him the familiar trees and grass and sky are new—not because they are different from what they always were, but because he himself is made new by an inward transformation.—Extract from *Light My Candle* by Henry van Dyke and Tertius van Dyke, Revell Co., N. Y.



to be the growth of Christian character we should become familiar with this book. "Here is a book which sets down in clear untechnical terms the laws underlying the process of growth or learning, or increase in skill, or character development, or increase in knowledge, or growth in personality. This is the immediate field of endeavor of leaders of youth."

April

GROUP LEADERS AND BOY CHARACTER

By A. J. Gregg. 227 pp. Price $1.00. Association Press, New York.

This book shows how necessary a knowledge of these laws of growth and learning is to leaders of Y. M. C. A. and church groups, and the demands which they make upon all leadership and group functions. Through this book we see in a new light the educational principles underlying programme planning, the place of activities in group programmes, the methods by which such activities may be made to develop character and the ways of measuring the success of group work.

May

THE PROJECT PRINCIPLE IN RELIGIOUS EDUCATION

By E. L. Shaver. 375 pp. Price $1.50. University of Chicago Press, Chicago.

This book deals with both the theory and practice of project teaching, Part II being descriptions of projects actually carried out in the different departments of church schools. Teaching religion by projects is not a new idea to church-school workers but many of us need to have a clearer understanding of the project method which Professor Kilpatrick defines as "The use of the purposeful act in the educative process."

June

TEACHING THE YOUTH OF THE CHURCH

By Cynthia Pearl Maus. 211 pp. Price $1.75. George H. Doran Co., New York.

The educational principles outlined in the last three books have been applied by Miss Maus to Sunday work with adolescents. Miss Maus devotes four chapters to the background of knowledge and skill necessary to every successful teacher, knowing one's pupils, knowing the materials of Christian education, knowing the technique of teaching, and lesson building material. The remaining chapters are discussions of various methods of teaching.

July

RECREATIONAL LEADERSHIP FOR THE CHURCH AND COMMUNITY

By W. T. Powell. 163 pp. Price 80 cents. Methodist Book Concern, New York and Cincinnati.

The religious educational value of play is no longer disputed, so we need to own and study a reliable book on recreation such as this. This should be supplemented by a book of games suitable for seniors, e. g.

LET'S PLAY

By Edna Geister. 156 pp. Price $1.25. George H. Doran Co., New York.

August

LEADERS OF YOUTH

By Hugh Harris. 240 pp. Price $1.00. Methodist Book Concern, New York and Cincinnati.

Sums up important points of the above books on ethod. Part I is a brief study of the psychology of ıe early and middle teens. Part II is a discussion of ıe organization and equipment of the department and ays of building character through worship, recreation ıd service. Part III is a careful study of graded les-ns and the methods by which teachers and pupils ay get the most out of the lesson period.

It has become increasingly apparent to religious ducators that missionary education must be consid-ed an integral part of every religious educational rogramme. Most of us need to reconsider our own ttitude toward missions, the missionary enterprise f the church and aims and methods of missionary ducation.

September

Whither Bound in Missions

By D. J. Fleming. 222 pp. Price $2.00. Associa-on Press, New York.

Presents the more modern approach to missions, he chapters on Eradicating a Sense of Superiority, Mutuality in Giving and Receiving, and Developing hristian World-Mindedness are especially valuable r us.

October

Christianity and the Race Problem

By J. H. Oldham. 265 pp. Price $2.00. Association ress.

Missions cannot be divorced from world problems. oday the question of racial relations is occupying he minds of all clear thinking, world-minded people. or a study of causes of racial antagonism, of problems of immigration and intermarriage and many other such questions we could choose no better book than this.

November

The Story of Our Bible

By Harold Hunting. 290 pp. Price $2.50. Charles Scribner's Sons, New York.

As church-school workers, part of our task is to make the Bible and its teachings vital to boys and girls. This book helps to make this possible. It is a fascinating study of how different books of the Bible came to be written, the results they achieved, how they were preserved through the centuries and finally handed down to us.

December

The Life And Teachings of Jesus

By Edward I. Bosworth. 424 pp. Price $2.50. Macmillan Co., New York.

The most important book in our library will be one dealing with the life and teachings of Jesus. Through Him we may find how to teach religion, how to be leader and friend to boys and girls, how to live and impart life to others, for Jesus was concerned that all might have life and have it more abundantly.

Some reliable book on Jesus should have first place in our library.

It may be true that in these days "of the writing of books" on religious education "there is no end," but for most of us there is an end to the number of books we own and know. The above list serves as a guide for twelve books which will enable us to achieve the best results with the seniors of the church school.

FOR CHURCH-SCHOOL WORKERS WITH YOUNG PEOPLE

By O. S. Gates*

IT IS not in order that I should take up valuable space with arguments for the necessity of studying he best books in the field of religious education. Suffice t to say that church-school workers cannot be satisfied vith a lower level of preparation and training than hat which characterizes the best trained teachers and eaders in the public school field.

I have not meant to suggest the relative worth of the ooks reviewed in this article by the order in which hey are presented. It is my judgment that church-chool workers with young people should first acquire full understanding and appreciation of the nature, ims and processes of the total program of religious ducation before they come to a highly specialized tudy of the aims, methods, and processes of church-chool work with young people. For this reason a few ooks which provide a "general background" of under-tanding and appreciation appear first.

January

What Is Religious Education?

By A. J. William Myers. 112 pp. Sidney Press, England.

This little volume sets forth in very readable terms the idea of God, the conception of man, and the attitude to society upon which the theory and practice of religious education are dependent; defines religious education as the process by which we are "to help each person achieve his own highest and best life, in fellowship with God, and in cooperation with and in service of his fellows, and to promote a civilization embodying ever more fully the ideals of Jesus"; and discusses briefly some principles of, the content of, and the program of religious education. Every worker with young people should have this book in his library.

February

Method in Teaching Religion

By George Herbert Betts, and Marion Hawthorne. 488 pp. Price $2.50. The Abingdon Press, New York and Cincinnati.

The purpose of this volume is to make available to teachers of religion the educational principles and methods accepted for general education. Special application is made of each principle or method set forth to teaching in church schools. Part one deals with the general principles of method which apply to all teaching of religion. Part two undertakes to apply these

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basic principles to particular types of teaching such as are required to meet individual classroom needs or problems. The book presupposes a general knowledge of educational and genetic psychology.

March

THE PROJECT PRINCIPLE IN RELIGIOUS EDUCATION

By Erwin L. Shaver. 375 pp. Price $1.50. The University of Chicago Press.

This volume of theory and practice attempts to set forth the possibilities for project-teaching in the field of religious education. Part one takes up the theory and technique of project-teaching, and Part two describes in detail a series of church-school projects for the several age-groups. For workers with young people, the whole of Part one is recommended, and in Part two, chapters six and eight. The church-school leader who would be most efficient in his work cannot afford to be ignorant of the theory and technique of project-teaching.

April

WHAT AILS OUR YOUTH?

By George A. Coe. 97 pp. Price $1.00. Charles Scribner's Sons, New York.

This splendid volume purposes to achieve a *sympathetic* understanding of both the conventional group of our modern young people (the vast majority), and the critical group. The author's answer to the question, What ails the youth of today? may be summed up in his own words as follows: "Youth is ailing, yet the ailment is not specifically a disease of youth but of a general social order that is out of order." You may not agree with Dr. Coe in all of his conclusions, but you will be immeasurably helped by reading this book.

May

YOUNG PEOPLE'S MANUAL

By the Religious Education Council of Canada. 225 pp. McClelland and Stewart, Toronto, Canada.

This manual was prepared to express the conviction "that in many churches, both large and small, it would be a distinct gain in every way if all the young people's work in the church could be brought under one inclusive federation that would represent all agencies and mobilize all the young people of the congregation in common tasks." In line with this conviction, therefore, the manual sets forth in practical terms, and in detail, principles and methods for unifying all the young people's work in the local church.

June

LEADERS OF YOUNG PEOPLE

By Frank Wade Smith. 224 pp. Price $1.00. The Methodist Book Concern, Cincinnati, Ohio.

This book covers in a general way most of the important phases of young people's work, but it does not aim to tell the worker just what in particular he shall do at every turn. The chapter titles suggest the contents of the book: The Worker, the Field, the Young Person, Surveying the Local Group and Situation, Programs and Program Making, Instruction, Curriculum, Instruction, Teaching Methods, Recreation, Service Activities, Local Church, Community, National, World-Wide Evangelism, Worship, Organization and Administration, Training Workers, Vocational Guidance, Training for Parenthood, Community Cooperation, and Testing and Improving a Program.

July

HANDBOOK FOR WORKERS WITH YOUNG PEOPLE

By James V. Thompson. 276 pp. Price $1.50. The Abingdon Press, New York and Cincinnati.

In the words of the author: "What is here offered has had the acid test of having been done in different places and by different persons. It works." The chapter headings speak for themselves: The Church and the Conservation of Youth, Characteristics of Young People, Social Life, the Young People's Class, the Class Session, Young People in Village and Countryside, Evangelism and Life Service, Young People in Church, Community, and World, and Leadership.

August

THE CHURCH'S PROGRAM FOR YOUNG PEOPLE

By Herbert Carleton Mayer. 387 pp. Price $2.00. The Century Company, New York.

This book purposes to present certain educational principles which the author supports and their application to young people's work. The chief worth of the book is to be found in the first six chapters. Its reading should come late in the year after the worker has acquired a sufficient background of theory to intelligently evaluate the various educational principles which the author sets forth.

September

TEACHING THE YOUTH OF THE CHURCH

By Cynthia Pearl Maus. 211 pp. Price $1.75. George H. Doran Company, New York.

In this book teaching is not used in its broadest meaning. The volume is "A Manual on Methods of Teaching Graded, Elective and Uniform Lesson Courses to Intermediates, Seniors and Young People in the Church School." The contents cannot be described better than by the chapter titles: Knowing One's Pupils, Knowing the Materials of Christian Education, Knowing the Technique of Teaching, Lesson Building Principles, The Story Method, Youth and the Question Method, The Research or Topical Method, Youth and the Outline Method, The Project Method and Youth, and Learning Through the Survey, Observation and Practice.

October

RECREATIONAL LEADERSHIP FOR CHURCH AND COMMUNITY

By Warren T. Powell. 163 pp. Price 80 cents. The Methodist Book Concern, New York and Cincinnati.

This book is designed to help leaders of play and leisure-time activities by doing three things: "first, to present in a workable and practical manner the principles and moral and educational values of play life; secondly, to show how an all-year program is constructed for church and parish; thirdly, to guide leaders to the rich variety of sources of materials adaptable to church purposes."

November

HANDY

By Lynn Rohrbough. Price $2.50. Holland Press, hicago.

"Handy" is a system of *loose-leaf* social-recreation tes which aims to combine in condensed and pocket- ze form, "brief principles of leadership, program ilding, publicity and reference, with accurate direc- ons for playing group games, producing spontaneous ramatic entertainment," *et cetera*. Quarterly bulle- is are issued as regular sheets for insertion in the loose- af sections of "Handy."

December

ANUAL FOR LEADERS OF WORSHIP SERVICES IN YOUNG PEOPLE'S DEPARTMENTS

This manual of thirty pages may be had from the epartment of Young People's Work, General Sunday chool Board, M. E. Church, South, 810 Broadway, ashville, Tennessee.

IATERIALS AND METHODS OF WORSHIP FOR YOUNG PEOPLE

This is a book yet in process of preparation and will be published by The Teacher Training Publishing Association as a specialization unit. Workers with young people should keep it in mind, and should secure a copy of it as soon as it comes from the press. In the meantime workers will do well to acquaint themselves with pages 1 to 33, and 127 to 156 of the MANUAL FOR TRAINING IN WORSHIP, by Hugh Hartshorne, Charles Scribner's Sons, New York.

Additional Worthwhile Books

RUTH TALKS IT OVER

By Junius Vincent. The Macmillan Co., New York.

A very frank discussion of the problems arising out of the new-found "freedom" of women.

THE RELIGION OF UNDERGRADUATES

By Cyril Harris. Charles Scribner's Sons, New York.

THE REVOLT OF YOUTH

By Stanley High. The Abingdon Press, New York and Cincinnati.

FOR CHURCH-SCHOOL WORKERS WITH ADULTS

By F. Harvey Morse*

TEN years ago one would have found it difficult to outline a well balanced twelve month reading ourse for workers with adults. Practically all the ooks then available dealt solely with the work of the lass itself. Today's conception of adult religious edu- ation goes beyond the class. In the list which follows re also books dealing with the adult department of he church, the extension program, parent training, dult psychology, and the social aspects of Christianity —all subjects essential to a thorough understanding of modern church program for adults. Because of the ne book a month limitation of this list, certain meri- orious books are included as alternates,—all are well vorth reading and owning.

January

ORGANIZATION AND ADMINISTRATION OF AN ADULT DEPARTMENT

By Wade Crawford Barclay. 179 pp. 70 cents. Abingdon Press, New York and Cincinnati.

In the first of ten interesting chapters, the author mphasizes that organization, after all, is a means and ot an end. He further points out that if the adults of ur churches expect to accomplish worthwhile things or the Kingdom, they must be willing to discard obso- ete machinery and plan an organization to meet to- lay's needs. Dr. Barclay advocates bringing all adults f the church into an adult department *of the church*. The author has a vision of the tremendous possibilities f adult work and never lets one forget that those possi- ilities can be made realities.

February

THE MEN'S CLASS IN ACTION

By F. Harvey Morse. 247 pp. Price $1.50. George H. Doran Co., New York.

THE WOMEN'S CLASS IN ACTION

By F. Harvey Morse. 291 pp. Price $1.75. George H. Doran Co., New York..

These volumes were planned with one definite purpose in mind—to furnish "first-aid" to all officers of adult Bible classes. Nine of the fifteen chapters in *The Men's Class* and ten of the sixteen in *The Women's Class* are devoted to the work of officers other than the teacher. There are chapters on executive leadership, spiritual leadership, getting and holding attendance, records and finances, social activities, and class advertising. The departmental plan of organization is recommended as having advantages over the committee plan. Because of the importance of the study course, two chapters are devoted to the subject and a large number of available courses listed.

March

A STUDY OF ADULT LIFE

By Theodore G. Soares. 114 pp. Price 60 cents. Pilgrim Press, Boston and Chicago.

If adult leaders are to lead effectively and teach effectively, they must know something of specific adult characteristics and needs. The author of this adult specialization unit discusses in non-technical language some of the more fundamental points of adult psychology. His chapters on General Characteristics, The Adult Mind, Divisions of Adult Life, and Differences of the Sexes, are especially helpful.

April

DYNAMICS OF TEACHING

By Henry Edward Tralle. 190 pp. Price $1.60. George H. Doran Co., New York.

Dr. Tralle has come more nearly writing a book for teachers of adults than most authors of general pedagogic literature. By drawing liberally from adult experience for illustrations, he shows that he appreciates that adults are just as much entitled to sound

*Author, "The Men's Class in Action," "The Women's Class in Action," t. Louis.

pedagogy in their classes as are children and youth. In ten interesting chapters, the author covers thoroughly the teaching unit (this chapter is worth the price of the book), lesson planning, lesson preparation, lesson presentation, and lesson vitalization. No matter what you've read about teaching you should read this volume if you really want to make your lessons effective in the lives of the class members.

Alternate: How to Teach Religion

By George H. Betts. 220 pp. Price $1.10. Abingdon Press, New York and Cincinnati.

May

Psychology of Leadership

By Henry Edward Tralle. 234 pp. Price $1.75. The Century Co., New York.

In this volume the author tells in simple terms what constitutes a real leader, and how the leader can apply the fundamental principles of psychology in behalf of a better leadership. He shows that psychology is not the mysterious rite of the pseudo-psychologists, but just the application of common-sense life principles. Every one who aspires to leadership,—teacher, president, superintendent, pastor,—should read *and re-read* this book.

June

Principles of Christian Service

By Henry F. Cope. 141 pp. Price 60 cents. Judson Press, Philadelphia.

This is one of the most readable little volumes now before adult workers—an adult specialization unit of the new standard training course. The limitation of size naturally restricts the treatment of the subject, nevertheless, there is a wealth of inspiration and suggestion for those who want to make the adult department and adult classes living forces in the community.

Alternate: Adult Worker and Work

By Barclay-Phifer. 230 pp. Price $1.00. Abingdon Press.

July

The Extension Division of the Church School

By O. G. Herbrecht. 156 pp. Price $1.25. Heidelberg Press, Philadelphia

The author has, in this little volume, presented a tremendous challenge not only to adult Bible classes, but to leaders of every department of the church school. He points out that the former home department ideal is inadequate, the church school must develop a true extension division, reaching every individual who for any reason cannot attend the Sunday sessions of the school. Mr. Herbrecht discusses methods of recruiting the extension division, the instruction program, worship, expression, social life and evangelism.

August

Religion of a Mature Mind

By George Albert Coe. 438 pp. Price $1.75. Fleming H. Revell Company, New York.

Although written twenty-five years ago, this book is still one of the most usable texts available on the subject of adult religious thought. It is just as timely as if written January, 1927. Among the topics covered are: the scientific spirit in matters of religion, authority in religion, the breadth of religious experience, conversion, prayer, and the Christ of personal experience. This book is suitable both as teaching background and as a basis for study in advanced adult groups.

September

The Art of Winning Folks

By Charles Darsie. 138 pp. Price 75 cents. Christian Board, Bethany Press, St. Louis.

If you want a book on the *theory* of evangelism, don't read this one, for the author is intensely practical from beginning to end. He believes that the best way to learn evangelism is to do some actual soul winning. This book contains some valuable suggestions that will help Christians win others to Christ, and includes scriptural answers to common objections.

Alternate: Winning to Christ

By Burroughs. Price 75 cents. Baptist Sunday School Board, Nashville.

October

A Social Theory of Religious Education

By George Albert Coe. 355 pp. Price $1.75. Charles Scribner's Sons, New York.

Prof. Coe strikes boldly at some fundamental weaknesses in the average church's program of religious education. He shows the need of more effective church organization. He points out weak spots in the curriculum. He emphasizes the necessity of a more vigorous approach by the church to the problems of family life, industry, community life, politics and international relations. In other words, the author believes that Christianity is more than belief; it is *living* the principles of Christ in all social relationships. While agreeing with Prof. Coe that the social ideal should be taught to children and young people, the immediate burden of making those social ideals actual social practice rests upon the adults in our churches. This book has a tremendous message for all workers with adults.

November

Religious Education in the Family

By Henry F. Cope. 295 pp. Price $1.60. University of Chicago Press.

Unless the church enlists the family in its scheme of religious education it works under a decided handicap. The adult class and the adult department, because of the nature of their membership, has a definite responsibility to develop Christian homes. This excellent book outlines the place of the home in a Christian society and gives practical suggestions for developing a Christian home atmosphere. It is equally suitable for class study or individual reading. To class officers alive to their responsibilities, this volume will suggest numerous service opportunities.

Alternate: Training of Children in the Christian Family

By L. A. Weigle. 224 pp. Price $1.50. Pilgrim Press, Boston.

December

Reconstruction of Religion

By Charles A. Ellwood. 306 pp. Price $2.25. The Macmillan Co., New York.

Dr. Ellwood stresses the necessity of developing a ial religion which "would, in a word, make it the scious end of all men's lives to have a share with d in the building of a world." He outlines the essen- l features of such a social religion, points out that it is in harmony with social Christianity, and shows how through it the church can develop a truly Christian family, and a Christian economic and political life. And that, after all, is, or should be, the final objective of the adult department.

CONCERNING STATE AND PROVINCIAL COUNCILS

By Robert Davids*

e space this month is gladly given to admirable treatment of a State uncil situation appearing below. Rev. nuel L. Hamilton, the author of the ractive little booklet in which this terial originally appears, is the ener- ic and successful General Secretary of New Jersey Council of Religious ucation.]

Another Shorter Catechism

By Samuel L. Hamilton

w Jersey Council of Religious Education

WHAT IT IS
WHAT IT DOES
HOW IT DOES IT

I. What are the functions of the ew Jersey Council of Religious Edu- tion as distinguished from the de- minational agencies in the same eld?

1. To bring about effective interde- minational cooperation in religious ucation within the state. A Council Religious Education *should be an ency through which the denominations operate with each other* rather than an tside agency with which they co- erate.

2. To assist in creating a religious ucational consciousness in the church d community. A council, as distin- ished from its constituent denomina- ns, can perform this function without curring the charge of fostering denomin- ional propaganda.

3. To *organize* effective county, city d district councils of religious educa- n. Obviously no one denomination n do this necessary task.

4. To *supervise* organized interdenom- ational religious educational activities.

5. To discover and train leaders for the terdenominational task and assist the nominational boards in training leaders r the local church.

II. What are the essential ele- nts in the PROGRAM of the State ouncil?

1. Leadership Training Schools—In- rdenominational Standard Training hools, State Summer School of Methods, eligious Camps for Older Boys and lder Girls.

2. Week-day Church Schools.

3. District, Community, County and ate Conventions, Institutes and other spirational gatherings to carry out the ducational, inspirational, organizational, pervisory and leadership training func- ons mentioned above. (See 2, 3, 4 and under I.)

4. Interdenominational Young Peoples Conferences and Councils to discover and train leaders for local church and community work.

5. Vacation Church Schools, where churches of two or more denominations find it necessary to pool resources and have an interdenominational school on week-days in the summer.

III. What existing organizations or forces have representation in the New Jersey Council of Religious Education?

1. All evangelical Protestant denominational bodies.

2. All county or similar territorial subdivisions of the state.

3. Representatives elected by the annual State Convention.

4. Outstanding specialists in religious education as members-at-large.

IV. What is the plan of organization of the New Jersey Council of Religious Education?

1. The governing body is the Council itself, consisting of about one hundred members, elected by the constituent organizations as indicated above (see III.) The Council meets at least twice a year.

2. Committee organization:
   a. Executive Committee
      (1) Number—about 18.
      (2) Function—Ad interim governing body between meetings of the Council. The executive committee meets monthly.
   b. Education Committee
      (1) Number—30.
      (2) Function — Program - building (no promotional responsibility).
   c. Finance Committee
      (1) Number—15.
      (2) Function — Budget - building and money-raising.
   d. Specialization Committees—one for each of three age divisions (Children's, Young People's and Adult) and special committees on Local School Administration, Leadership Training, Vacation Church Schools and Week-day Church Schools.

3. Employed Staff:
   a. *General Secretary*
   Executive director of all phases of the Council work. Represents the Council in dealings with denominational bodies (Synods, Conventions, Conferences, etc.) and establishes, organizes and advises county, city and district councils.
   b. *Director of Leadership Training*
   To set up and supervise interdenominational standard training schools, summer schools, etc., and to promote interest in the discovering and training of leaders.
   c. *Director of Vacation and Week-day Church Schools.*
   d. *Director of Young People's Work.*
   e. *Director of Children's Work.*
   f. *Business Manager.*
   To manage the office, set up financial campaigns, supervise purchases, handle business details of state paper, state convention, etc., supervise accounts, collections, etc.
   g. *Director of Adult Work.*
   To promote organized classes for the study of the Bible, Home and Extension Departments and Parent-Training Departments in county, city and district councils and in local churches.
   h. *Director of Local Church School Administration.*

V. What are our convictions as to organization problems of State Councils?

The general principle which should be borne in mind is that duplication, overlapping and competition in the face of the world's need is a sin. We should do cooperatively whatever can be done that way without injury to the peculiar genius and mission of the denominations. This saves money and energy and leaves denominational leaders free for the direct oversight of the denominational programs in the local churches which no interdenominational agency can give. Bible courses, curricula and *all indoctrination* will be denominational for many a day. Methodology can and should be interdenominational.

VI. What definite things has the Council done during the past year to train the religious leaders and teachers of childhood and youth?

State Convention—Conducted a State Convention for training and inspiring to greater effort several hundred county, district and local school leaders from all parts of the State.

County Conventions — Assisted in twenty-one county conventions, providing speakers and leaders and aiding in the preparation of convention programs. These conventions reached thousands of church school officers and teachers.

Summer School — Conducted at Blairstown a great ten-day standard Summer School of Methods for 313 teachers and leaders in religious education. This school (established at Asbury Park in 1894 and moved in 1924 to Blairstown) was the first of its kind in the United

*Director, Department of Organization and Administration, International Council of Religious Education.

States. International leaders say there is not a better summer school in the country.

Week-day Religious Education—Assisted seven communities, involving more than 75 churches, to start week-day religious education.

Leadership-Training Schools—Set up and promoted 40 standard training schools. in which over 3,000 teachers in week-day, vacation and Sunday church schools received preparation for better work.

Teacher - Training — Helped many churches to start teacher-training classes, thus enabling hundreds of student teachers to prepare themselves for leadership in their local churches.

Vacation Church Schools — Made possible training for workers in over 50 vacation church schools by means of a special practice school in vacation church school methods in a ten-day school at Blairstown, a six-day training school at Newark, and six other conferences and schools.

Assisted scores of churches to start vacation church schools.

Young People's Conferences — Assisted in the setting up of 27 county, city and district young people's conferences, reaching more than 2,500 carefully chosen young people, representing 400 churches.

State Young People's Conference — Conducted a three-day State young people's training conference for members of county committees made up of leading young people and their adult advisers.

Lake Winnipesaukee, N. H. — Participated in International Older Boys' and Older Girls' Camp Conferences with delegations of selected young people from New Jersey, ten members of the leadership staffs of the camps coming from our State.

Special Days and Weeks — Promoted Children's Week, Father and Son Week and Mother and Daughter Week programs throughout the State, aiding in their observance in many communities, and distributed 30,000 Mother and Daughter and Father and Son programs to local churches.

Young People's Councils — Supervised all-year-round promotion work of Interchurch-school Young People's Councils or Committees in fifteen counties. These groups include in their membership about 600 representative young people and adult counsellors. Their work included six county young people's rallies, survey of the registered organized young people's classes, a series of Sunday school visitations in eleven counties, and the planning and promotion of Go-to-Church campaigns, Fellowship of Prayer, Mother and Daughter and Father and Son Week observances, Young People's Day, county young people's picnics and athletic meets and the Annual Young People's Conferences.

Children's Work Institutes — Conducted twenty-two one-day institutes for the inspiration and training of teachers of children.

Efficiency Conferences — Conducted two two-day conferences for State, county and district leaders of interdenominational religious education in Camden and Newark.

Library — Conducted a free circulating library of the best and latest books on educational psychology, religious education, teaching methods, recreational and service activities and church school administration.

Consulting Service—Rendered consulting service from the State Office, 835 Broad Street, Newark, to thousands of church school workers seeking advice as to policies, methods, books, helps and equipment in Sunday, week-day and vacation church schools, and in leadership-training.

READING THE NEW TESTAMENT THROUGH IN TWENTY WEEKS

A PASTOR or superintendent or director of religious education will find great joy in putting on during the first half of the new year a campaign for the reading of the New Testament. A good slogan is "Read it Through in Twenty Weeks." It is a great thing for a church, a church school, or a class, or other group to be reading the same portion of Scripture each day. Readers who have in other years used the King James version could with profit and delight use one of the newer versions.

WEEK NO. 1

Sun., Jan. 2—Matthew 1, 2.
Mon., Jan. 3—Matthew 3, 4.
Tue., Jan. 4—Matthew 5, 6.
Wed., Jan. 5—Matthew 7, 8.
Thur., Jan. 6—Matthew 9, 10.
Fri., Jan. 7—Matthew 11, 12.
Sat., Jan. 8—Matthew 13, 14.

WEEK NO. 2

Sun., Jan. 9—Matthew 15, 16.
Mon., Jan. 10—Matthew 17, 18.
Tue., Jan. 11—Matthew 19, 20.
Wed., Jan. 12—Matthew 21, 22.
Thur., Jan. 13—Matthew 23, 24.
Fri., Jan. 14—Matthew 25, 26.
Sat., Jan. 15—Matthew 27, 28.

WEEK NO. 3

Sun., Jan. 16—Mark 1, 2.
Mon., Jan. 17—Mark 3, 4.
Tue., Jan. 18—Mark 5, 6.
Wed., Jan. 19—Mark 7, 8.
Thur., Jan. 20—Mark 9, 10.
Fri., Jan. 21—Mark 11, 12.
Sat., Jan. 22—Mark 13, 14.

WEEK NO. 4

Sun., Jan. 23—Mark 15, 16.
Mon., Jan. 24—Luke 1, 2.
Tue., Jan. 25—Luke 3, 4.
Wed., Jan. 26—Luke 5, 6.
Thur., Jan. 27—Luke 7, 8.
Fri., Jan. 28—Luke 9, 10.
Sat., Jan. 29—Luke 11, 12.

WEEK NO. 5

Sun., Jan. 30—Luke 13, 14.
Mon., Jan. 31—Luke 15, 16.
Tue., Feb. 1—Luke 17, 18.
Wed., Feb. 2—Luke 19, 20.
Thur., Feb. 3—Luke 21, 22.
Fri., Feb. 4—Luke 23, 24.
Sat., Feb. 5—John 1, 2.

WEEK NO. 6

Sun., Feb. 6—John 3, 4.
Mon., Feb. 7—John 5, 6.
Tue., Feb. 8—John 7, 8.
Wed., Feb. 9—John 9, 10.
Thur., Feb. 10—John 11, 12.
Fri., Feb. 11—John 13, 14.
Sat., Feb. 12—John 15, 16.

WEEK NO. 7

Sun., Feb. 13—John 17, 18
Mon., Feb. 14—John 19, 20.
Tue., Feb. 15—John 21, Acts 1.
Wed., Feb. 16—Acts 2, 3.
Thur., Feb. 17—Acts 4, 5.
Fri., Feb. 18—Acts 6, 7.
Sat., Feb. 19—Acts 8, 9.

WEEK NO. 8

Sun., Feb. 20—Acts 10, 11.
Mon., Feb. 21—Acts 12, 13.
Tue., Feb. 22—Acts 14, 15
Wed., Feb. 23—Acts 16, 17.
Thur., Feb. 24—Acts 18, 19.
Fri., Feb. 25—Acts 20, 21.
Sat., Feb. 26—Acts 22, 23.

WEEK NO. 9

Sun., Feb. 27—Acts 24, 25.
Mon., Feb. 28—Acts 26, 27.
Tue., Mar. 1—Acts 28, Romans 1.
Wed., Mar 2.—Romans 2, 3.
Thur., Mar. 3—Romans 4, 5.
Fri., Mar. 4—Romans 6, 7.
Sat., Mar. 5—Romans 8, 9.

WEEK NO. 10

Sun., Mar 6—Romans 10, 11.
Mon., Mar. 7—Romans 12, 13.
Tue., Mar. 8—Romans 14, 15.
Wed., Mar. 9—Romans 16, I. Cor. 1.
Thur., Mar. 10—I Cor. 2, 3.
Fri., Mar. 11—I Cor. 4, 5.
Sat., Mar. 12—I Cor. 6, 7.

WEEK NO. 11

Sun., Mar. 13—I Cor. 8, 9.
Mon., Mar. 14—I Cor. 10, 11.
Tue., Mar. 15—I Cor., 12, 13.
Wed., Mar. 16—I Cor. 14, 15.
Thur., Mar. 17—II Cor. 1, 2.
Fri., Mar. 18—II Cor. 3, 4.
Sat., Mar. 19—II Cor. 5, 6.

WEEK NO. 12

Sun., Mar. 20—II Cor. 7, 8.
Mon., Mar. 21—II Cor. 9, 10.
Tue., Mar. 22—II Cor. 11, 12.
Wed., Mar. 23—II Cor. 13, Gal. 1.
Thur., Mar. 24—Galatians 2, 3.
Fri., Mar. 25—Galatians 4, 5.
Sat., Mar. 26—Gal. 6, Eph. 1.

WEEK NO 13

Sun., Mar. 27—Ephesians 2, 3.
Mon., Mar. 28—Ephesians 4, 5.
Tue., Mar. 29—Ephesians 6, Phil. 1.
Wed., Mar. 30—Phil. 2, 3.
Thur., Mar. 31—Phil. 4, Col. 1.
Fri., Apr. 1—Col. 2, 3.
Sat., Apr. 2—Col. 4, I Thess. 1.

WEEK NO. 14

Sun., Apr. 3—I Thess. 2, 3.
Mon., Apr. 4—I Thess. 4, 5.
Tue., Apr. 5—II Thess. 1, 2.
Wed., Apr. 6—II Thess. 3, I Tim. 1.

Thur., Apr. 7—I Tim. 2, 3.
Fri., Apr. 8—I Tim. 4, 5.
Sat., Apr. 9—I Tim. 6, II Tim. 1.

WEEK No. 15

Sun., Apr. 10—II Tim. 2, 3.
Mon., Apr. 11—II Tim. 4, Titus 1.
Tue., Apr. 12—Titus 2, 3.
Wed., Apr. 13—Philemon, Heb. 1.
Thur., Apr. 14—Heb. 2, 3.
Fri., Apr. 15—Heb. 4, 5.
Sat., Apr. 16—Heb. 6, 7.

WEEK No. 16

Sun., Apr. 17—Heb. 8, 9.
Mon., Apr. 18—Heb. 10, 11.
Tue., Apr. 19—Heb. 12, 13.
Wed., Apr. 20—James 1, 2.
Thur., Apr. 21—James 3, 4.
Fri., Apr. 22—James 5, I Pet. 1
Sat. Apr. 23—I Peter 2, 3.

WEEK No. 17

Sun., Apr. 24—I Peter 4, 5.
Mon., Apr. 25—II Peter 1, 2.
Tue., Apr. 26—II Peter 3, I John 1.
Wed., Apr. 27—I John 2, 3.
Thur., Apr. 28—I John 4, 5.
Fri., Apr. 29—II John, III John
Sat., Apr. 30—Jude, Rev. 1.

WEEK No. 18

Sun., May 1—Rev. 2, 3.
Mon., May 2—Rev. 4, 5.
Tue., May 3—Rev. 6, 7.
Wed., May 4—Rev. 8, 9.
Thur., May 5—Rev. 10, 11.
Fri., May 6—Rev. 12, 13.
Sat., May 7—Rev. 14, 15.

WEEK No. 19

Sun., May 8—Rev. 16, 17.
Mon., May 9—Rev. 18, 19.
Tue., May 10—Rev. 20, 21.
Wed., May 11—Rev. 22.

WEEK No. 20

Catch-up or Review.

WORLD'S SUNDAY SCHOOL ASSOCIATION NOTES

By Samuel D. Price*

216 Metropolitan Tower, New York City

eeking New Members in Manila

THE Philippine Islands Sunday-school journal tells how the Sunday school f the United Church in Manila increases ts attendance every Sunday and the nethod is equally good for any other art of the country over which the flag f Uncle Sam flies.

Under the leadership of the pastor, a umber of volunteers have joined what s called the Visitation Committee of he Church. These visitors divide the district among themselves, each one or a ouple of them taking one street. They eport every Sunday evening after the Christian Endeavor meeting. The perons visited or interviewed are listed down according to their age and school ttainment and their names are handed ver to the Sunday-school class to which hey ought to belong. The visiting committee of the class then follows them up nviting them to the class and prepares a varm welcome for them on Sunday. Newcomers are also requested to write heir names and addresses on slips of paper and these are used to advantage vhen a further follow-up is necessary or vhen special announcements are being ent out. The scheme makes the visitaion work easy enough for a beginner.

"Ceylon's Isle" Sunday Schools

TYPES of Sunday schools make a very interesting study in any land nd especially so in such a country as Ceylon. A few places have begun to ecognize that it is very difficult to successfully carry out the program of eligious education without having the roper equipment. They have therefore egun to consider seriously the necessity or adequately housing the Sunday school.

In most centers the day school hall erves on Sunday for Sunday-school work. Equipment is very limited and efficient vorking is greatly handicapped. Then n a few places the Sunday schools are onducted in the open air. Here under he shade of the trees the children sit on the grass listening to teacher as he tells them of the wondrous love of Jesus.

While the supply of teachers is not a formidable difficulty in many Sunday schools connected with organized churches, there are not a few schools in the villages with only one teacher,—and he the only Christian in the village.

Year Book of the World's Sunday School Association

WORK in twenty-two of the national units comprising the World's Sunday School Association is graphically reported in the 1926 Year Book which was issued during December. This pamphlet of about eighty pages will be gladly sent on request. The address of the headquarters is 216 Metropolitan Tower, New York City. Those who have not been following the development of the Sunday school in the so-called foreign mission fields will be surprised at the record of the progress in many of these countries. In fact some of the results are challenging in their superiority to those who are active in the homeland.

Important Items During 1926 in Japan

MR. Horace E. Coleman, Educational Secretary for Japan, of the World's Sunday School Association, in writing to headquarters in New York concerning the work for 1926 said:

"As to the new item, the main development in our work this year was an organization of a new training school at Shimonoseki. The National Sunday School Association assumed full responsibility for the Karuizawa School that I started eleven years ago. For sometime I had been hoping to start a new school for the people in the southern part of the country. Last year we had definite requests from some of the branch Sunday-school associations in Kyushiu for a new summer school. After discussing the plan with an informal committee in October last year, we appointed a local committee to assist in the conduct of the school and this was held from the fourth to eleventh of August, and the included program was carried out in a most satisfactory way. This proved to be the largest school of the three that we advertised this year. Everyone was enthusiastic so we expect it will become a permanent feature of our teacher training work. Five or six delegates came from Chosen. I attended the meeting of the Japanese Seoul Branch Sunday-school Association and they say that they hope to send one delegate from every Sunday school next year. The principal of the Baiko Girls' School served as a member of our committee and gave us every facility possible in granting to us the use of their buildings. This was a splendid place to hold our school because the location is on the top of a hill with a very beautiful view. Morning and evening prayer meetings were held and there was a splendid spirit of consecration and enthusiasm."

The Sunday School in Esthonia

MR. Villy Daum, of the Esthonia Sunday-school Association, reports on the work in his land. He states that while much progress has been made, there is still a gigantic task in front of the workers in Esthonia to raise Sunday-school work to a right standard. During the past three months Mr. Daum has visited eight Sunday schools connected with five different denominations; he has also visited the children's orphanage at Ruspere, where there are two hundred children, and where he hopes soon to establish a Sunday school. Mr. Daum draws attention to the urgent necessity for the publication of a handbook for Sunday-school workers in the native language, this handbook being obtainable at present in only the English language. Mr. Daum also hopes that the time may soon come when Esthonia will be able to send some of its more progressive young people to Westhill Training College, England, and so enable them to fit themselves to take their place in the very wide field daily opening for Sunday-school work in their own land.

Moslems in Sunday Schools

THE ANNUAL report of Rev. Stephen Van R. Trowbridge, Field Secretary

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of the World's Sunday School Association in Egypt, gives very encouraging information concerning the influence of the Sunday school on Moslems, and even those above the age of childhood. A Bible class of sheikhs from Al Azhar (the Mohammedan University at Cairo) is being taught by a gifted and devout Egyptian woman, a member of the Evangelical church. Three hundred copies of Matthew have been distributed among pupils of Al Azhar during 1925 and Dr. Zwemer has had many personal talks. Miss Liblik, of the Egypt General Mission, who has charge of a Sunday school of ninety, all but two of whom are Moslems, mentions the fact that she and her associates often meet people in the villages who trace their knowledge of the Bible texts and stories back to their children who learned them in the Sunday school.

It is interesting to know that at Ismailia on the Suez Canal, besides several classes for Moslem boys and girls, a group of English children whose fathers are Canal pilots gather every Sunday. One of the most efficient Sunday schools is that at Boulak, Cairo, conducted by Mrs. Gardner and her associates in the church missionary society.

Several Egyptian gentlemen of education and means have become personally interested in the movement to start Sunday schools for the street children. Ameen Bey Khayat, Alfred Bey Wissa, Emil Gey Aboscaroum, and Mr. Robert Khayat have given fifty dollars each for this purpose, and one friend has offered his mill to be used as a boys' club. Mr. Herbert Fanus, Miss Dora Khayat and Mrs. Zahia Gindi have also made gifts to provide lesson picture cards for these children of the poor. It is hoped that this branch of the work will soon be wholly supported from Egyptian sources.

PRIMARY WORSHIP PROGRAMS FOR FEBRUARY

By Dorothy Kay Cadwallader*

Theme for February; Love — for Country and for Others

First Sunday

CALL TO WORSHIP: "Love's Lesson" (*Songs for Little People*, No. 26, Danielson and Conant. The Pilgrim Press, Boston, Mass.)

"Savior, teach me day by day
Love's sweet lesson to obey;
Sweeter lesson cannot be,
Loving Him who first loved me."

DEDICATION PRAYER:

Heavenly Father, we would be
Quiet children, worshiping Thee. Amen.

BIBLE VERSES: Love.

Luke 10:27.—Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy strength, and with all thy mind; and thy neighbor as thyself.

Proverbs 17:17.—A friend loveth at all times.

John 15:13.—Greater love hath no man than this, that a man lay down his life for his friends.

John 15:17.—These things I command you, that ye may love one another.

I John 3:18.—My little children, let us not love in word, neither with the tongue; but in deed and truth.

I John 4:7-8.—Let us love one another: for love is of God; and everyone that loveth is born of God, and knoweth God. He that loveth not knoweth not God; for God is love.

I John 4:19-21.—We love, because he first loved us. If a man say, I love God, and hateth his brother, he is a liar: for he that loveth not his brother whom he hath seen, cannot love God whom he hath not seen. And this commandment have we from him, that he who loveth God love his brother also.

Play three times very softly No. 49, *Songs for Little People;* then with heads bowed have children sing as a prayer:

"God is love, God is love,
Love one another, God is love."
Amen.

OFFERING SERVICE:—(Tune—"Take My Life and Let it Be," any hymnal.)

Takes these gifts and let them be
Gifts of love, O Lord, to Thee;
Making someone far away
Love Thee more and more each day.
Amen.

(Have offering brought to front by one member from each class while music is played to above. When all are gathered, have children sing above song as a dedicatory offering prayer.)

LESSON STUDY:

Have pianist play "Love's Lesson" as a signal to gather around the superintendent for the story.

SONG: "Love's Lesson."

STORY:

January had gone. February had come. It was the love month of the year. It had more birthdays of great men than any of the other months. Then, too, it had St. Valentine's Day—the love day of all the year. Little flaxen-haired Mary had been planning all during January for the love day. Each morning when she jumped out of her tiny white bed she would say, "February 14—the love day. Today I'll make another valentine." She made a different friend a valentine each day for many days. On each she wrote, "I love you."

The Sunday before Valentine's Day little Mary started to church school early, for she wanted to show her teacher the love messages that she had been making. As they looked at them, many of the boys and girls peeped over their shoulders and saw them, too. Presently John said, "Can't each of us make some? Mary, please show us how."

Consequently, the teacher invited all of the boys and girls who wanted to make love messages to come to the church school on Wednesday of that week. Each child brought red and white paper, paste, red crayon, and scissors. How the room hummed with the voices of busy children, each making many valentines. Then came the fun of addressng them. Mothers, fathers, sisters, brothers, old men and old women, children in hospitals,—each was remembered. They say that there never was such a Valentine's Day in that town as that year when the children met together to make the love messages. Would you like to do the same thing Wednesday afternoon of this coming week, right here in our own church school room?

Have pianist play softly, "God Is Love" (No. 49, *Songs for Little People*).

PRAYER: Dear Jesus, we thank Thee for the love month of the year. We thank Thee for the love day when we join together and say, "I love you." Help us to think of this day during the coming week. Help us to love each other more and more each day. We love Thee and are glad that Thou lovest us. Amen.

Second Sunday

CALL to WORSHIP: "Love's Lesson."

HYMN: "Love's Lesson."

DEDICATION PRAYER:

Be with us, heavenly Father, dear,
Make us feel that Thou art near.
Amen.

BIBLE VERSES: Love (same as previous Sunday.)

OFFERING SERVICE: (same as previous Sunday).

LESSON STUDY:

Have pianist play "Love's Lesson" as a signal to gather around the superintendent for a story.

SONG: "Lord of the Sunlight" (No. 35, *Songs for Little People*).

(Sung by eight juniors dressed as crusaders—have pianist play "March from Tanhauser" while the "crusaders" march in, then have the eight juniors sing "Lord of the Sunlight.")

"Lord of the sunlight, Lord of the starlight,
Lord of the seasons, teach me to know
How best to love Thee, how best to serve Thee
'Mid summer's flowers or winter's snow."

Following this have the juniors dramatize "The Gift of the Shining Stranger," by Ova Winifield Wood (The Congregational Sunday School Extension Society, 289 Fourth Avenue, New York City).

CLOSING HYMN: "God, Make My Life a Little Light" (No. 31, *Songs for Little People*).

*Public School Supervisor, Trenton, N. J.

"God, make my life a little light
Within the world to glow;
A little flame that burneth bright
Wherever I may go.
God, make my life a little light
Within the world to glow." Amen.

Third Sunday

CALL TO WORSHIP: "Love's Lesson."
HYMN: "Love's Lesson."
DEDICATION PRAYER:
Take us, guide us, Lord, we pray
As we learn of Thee, today. Amen.
BIBLE VERSES: (See first Sunday).
OFFERING SERVICE: (See first Sunday).
LESSON STUDY:
Have pianist play "March from Tanhauser" as a signal to gather around the superintendent for a story.
SONG: "The Golden Rule" (No. 27, *Songs for Little People*).
"As ye would others should to you,
So," Jesus said, "to others do."
What do I like when one I meet,
At home, at school, in house or street?
I like a smile on lips to play,
As morning sunlight on the day;
I like a friendly word to hear,
To glad my heart and give me cheer."
STORY: "Where Love Is There God Is Also," Tolstoy; or use the following story:

Carol was born on Valentine's Day. She was a happy little girl who sang and played the livelong day. Carol could not walk as other little girls could, but had to use two little crutches. However, she played that the crutches sang a song as she went from place to place. This is what they said:

"Hippety hop, hippety hop
I love, I love, I love a lot.
Hippety hop, hippety hop
I love, I love, I love a lot."

It was Valentine's Day and Carol's birthday. It was Sunday too. Every Sunday Carol's father drove her to the little white church where each child wanted to hear Carol's little crutches sing their little song. On this particular Sunday, as Carol's father drove up to the little white church, Carol could see her little friends waiting for her. As she reached for her crutches and walked along with them they sang this song to her:

"Bless little Carol, we pray
As she works with us today,
Make her happy, tender, true
And for others kind things do.
Happy birthday, happy birthday
Do we sing to Carol so gay."

This made Carol very happy, and the children, too, were happy as they looked at the shining eyes of their little friend. When they were all seated inside the church school, they sang again to Carol, and then said their "love" verses. Shall we see how many we can say with them?

(Lead children in reciting the "love" verses from the Bible.)
PRAYER SONG: "Lord, Who Lovest Little Children" (No. 21, *Songs for Little Children*).
"Lord, who lovest little children
Hear us as we pray to Thee."
PRAYER: Dear Jesus, help us to be kind to each other this week. Help us to make a little crippled girl or boy happy. Help us to make each other happy. Help us to love one another even as we love Thee. Amen.

Fourth Sunday

CALL TO WORSHIP: "Love's Lesson."
HYMN: "Love's Lesson."
DEDICATION PRAYER:
Heavenly Father, be thou near
As we worship Thee, so dear. Amen.
BIBLE VERSES: Love. (See first Sunday.)
PRAYER: For thy love, dear Lord, we thank Thee. It makes us feel so happy to know that Thou art ever loving us. Help us to love each other as Thou wouldst have us do. We love Thee. Amen.
OFFERING SERVICE: (See first Sunday.)
LESSON STUDY:
Have pianist play "Love's Lesson" as a signal for the children to gather around the superintendent.
BIRTHDAY SERVICE: (Recognition of all birthdays during February.)
BIRTHDAY SONG: (Tune—"Happy Birthday To You.")
Bless little———, we pray
As she works with us today
Make her happy, tender, true
And for others kind things do.
Happy birthday, happy birthday
Do we sing to——— so gay.
(Supply various children's names.)
BIRTHDAY PRAYER:
Bless these children, Lord, we pray
On this happy birthday.
May the coming year always be
Full of love for others and for Thee.
Amen.
STORY: "The Magic Spectacles" (From *They Love Him Too*, by Katherine S. Hazeltine, Missionary Education Movement, 150 Fifth Ave., New York, to be used with the picture "The Hope of the World," by Harold Copping.)
PRAYER: Dear Jesus, help us not to let our spectacles drop off. Help us to keep them on and ever bright by loving Thee. Help us to love all of our little neighbors here and over the seas. Amen.

JUNIOR WORSHIP SERVICES FOR FEBRUARY

By Nan F. Weeks*

Theme for the Month: Loyalty

First Sunday: Loyalty to Our Homes

PRELUDE: (Instrumental) "Home, Sweet Home."
CALL TO WORSHIP.
Supt.: Bless Jehovah, O my soul;
And all that is within me, bless his holy name. (Psalm 103:1)
PRAISE HYMN: Doxology.
PRAYER: (Lord's Prayer in unison.)
FELLOWSHIP SERVICE.
Recognition of Birthdays, New Members, Visitors, Church Attendance, Honor Classes.
Announcements.
Recognition of God's World-family. Our loving heavenly Father, we ask thy blessing on those who are lonely and homeless. Help us to be always thoughtful and kind toward those who do not enjoy the blessings of home and of loved ones. Bless, we pray thee, the people of heathen lands whose homes are wretched hovels in which Jesus and joy and laughter are unknown. Make us glad to do our part to help them learn of Jesus, our Saviour, who makes our homes happy. We ask it for His sake. Amen.

HYMN: "O Happy Home."

O happy home, where thou art loved the dearest,
Thou loving Friend and Savior of our race,
And where among the guests there never cometh
One who can hold such high and honored place.

O happy home, where each one serves thee lowly,
Whatever his appointed work may be,
Till every common task seems great and holy,
When it is done, O Lord, as unto thee.

Until at last, when earth's day's work is ended,
All meet thee in the blessed home above
From whence thou camest, where thou hast ascended
Thy everlasting home of peace and love.
—*Carl Spitta.*

OFFERING SERVICE.
Supt.: What is meant by tithing or systematic giving?
Dept.: Upon the first day of the week, let each one of you lay by him in store as he may prosper. (1 Cor. 16:2)
Supt.: What promise did Jacob, the first tither, make to God?
Dept.: Of all that thou shalt give me I will surely give the tenth unto thee. (Gen. 28:22)
COLLECTING OF OFFERING.
Prayer Song: (Tune "Boylston").
We give thee but thine own,
What e'er the gift may be,
All that we have is thine alone,
A trust, O Lord, from thee. Amen.
DEVOTIONAL SERVICE: (Being loyal to God and home.)
Scripture: (Response.)
Supt.: How may we show our loyalty to our parents?
Dept.: Honor thy father and thy mother. (Exodus 20:12)
Supt.: How may we honor our father and mother?
Dept.: Children obey your parents in the Lord, for this is right. (Ephesians 6:1)
Supt.: How should we treat the members of our household?
Dept.: Forbearing one another and forgiving each other. (Colossians 3:13)
Supt.: How may we show our loyalty in our homes?
Dept.: Do all things without murmurings and questionings. (Philippians 2:14)
Supt.: How should we feel toward those in our homes?

*Children's Editor, American Baptist Publication Society, Philadelphia.

Dept.: Let us love one another; for love is of God. (1 John 4:7)

Supt.: What does the Bible say about helping cheefully?

Dept. Whatsoever ye do, work heartily, as unto the Lord. (Colossians 3:23)

Supt.: What does the Bible say about peace in our homes?

Dept.: Behold, how good and how pleasant it is for brethren to dwell together in unity! (Psalm 133:1)

Prayer.

Hymn: "God Bless the Home" (Meter 7, 6, 7, 6 double)

God bless the home, though humble,
So full of love's sweet light;
God bless the little children
With their sweet faces bright.
God bless the mother, gentle,
God bless the father, too,
God make us fond and loyal,
God keep us kind and true. Amen.

CALL TO STUDY.

Supt.: Blessed art thou, O Jehovah; Teach me thy statutes. (Psalm 119:12)

LESSON STUDY.

HYMN: "Saviour, Teach Me Day by Day."

PRAYER.

POSTLUDE: (Instrumental.)

Second Sunday: Loyalty to Duty

PRELUDE: (Instrumental) "Largo" by Handel.

CALL TO WORSHIP.

Supt.: Let the peoples praise thee, O God;
Let all the peoples praise thee. (Psalm 67:3)

PRAISE HYMN: "Holy, Holy, Holy."

PRAYER.

FELLOWSHIP SERVICE.

Recognition of Birthdays, New Members, Visitors, Church Attendance, Honor Classes.

Announcements.

Recognition of our duty toward our World Neighbors.

Hymn—"We've a Story to Tell to the Nations."

OFFERING SERVICE.

(Same as preceding week.)

STORY*: (Depicting loyalty to duty.)

DEVOTIONAL SERVICE.

Scripture: Psalm 1.

Prayer: (For help as each tries to be loyal to duty.)

Hymn: "True Hearted, Whole Hearted."

CALL TO STUDY.

Supt.: Give me understanding, and I shall keep thy law; yea, I shall observe it with my whole heart. (Psalm 119:3-4)

LESSON STUDY.

HYMN: "Fight the Good Fight."

PRAYER.

POSTLUDE: (Instrumental.)

*The Knight of the Silver Shield, by R. M. Alden. (Found in Collection of stories entitled *Why the Chimes Rang.*)

Third Sunday: Loyalty to Our Country

PRELUDE: (Instrumental) "Red, White and Blue."

CALL TO WORSHIP.

Supt.: Blessed is the nation whose God is Jehovah. (Psalm 33:12a.)

HYMN: "My Country 'Tis of Thee" ("God Save the King.")

PRAYER: (For God's blessing on our country.)

LOYALTY SERVICE.

Salute to the flag of our country:
I pledge allegiance to my flag, and to the republic (empire) for which it stands, one nation, indivisible, with liberty and justice for all. I salute thee.

HYMN: "America the Beautiful," ("May God Preserve Thee, Canada.")

RESPONSE.

Third year classes (in unison):

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan,—to do all which may achieve and cherish a lasting peace among ourselves and with all nations.—*Abraham Lincoln.*

Second year classes:

Our country does not ask us to die for her welfare; she asks us to live for her, and so to live, and so to act that her government may be pure, her officers honest, and every corner of her territory shall be a place fit to grow the best men and women who shall rule over her. —*M. MacDowell.*

First year classes:

One is our Master, even Christ, and all we are brethren.

Let us love one another, for love is of God.

PRAYER:

Lord, while for all mankind we pray,
Of every clime and coast,
O hear us for our native land,—
The land we love the most.

O guard our shores from every foe,
With peace our borders bless,
With prosperous times our cities crown,
Our fields with plenteousness.

Lord of the nations, thus to thee
Our country we commend;
Be thou her refuge and her trust,
Her everlasting friend. Amen.

—*John Wreyford.*

OFFERING SERVICE.

Supt.: What shall I render unto Jehovah
For all his benefits toward me? (Psalm 116:12)

Dept.: Freely ye received, freely give. (Matt. 10:8.)

COLLECTING OF OFFERING.

Prayer:

Father we thank thee for thy love,
And for thy gifts so great and free;
Accept our offering, and may
It tell thee of our love for thee.
Help us to give to thee each day
Obedience and love and praise.
Make us unselfish, kind and true,
And more like Christ in all our ways.
—*Margaret Holden.*

FELLOWSHIP SERVICE.

Recognition of Birthdays, New Members, Visitors, Church Attendance, Honor Classes.

Announcements

Recognition of our World Neighbors. (Missionary feature.)

DEVOTIONAL SERVICE.

Scripture (Response):

Supt.: Blessed is the nation whose God is Jehovah,
The people whom he hath chosen for his own inheritance (Psalm 33:12)

Dept.: Yea, happy is the people whose God is Jehovah. (Psalm 144:15b)

All: Righteousness exalteth a nation
But sin is a reproach to any people. (Proverbs 14:34)

Prayer.

Hymn: "God Bless Our Native Land."

CALL TO STUDY.

Supt.: Open thou mine eyes, that I may behold
Wondrous things out of thy law. (Psalm 119:18)

Response: (Sung softly.)

Silently now, I wait for thee,
Ready my God, thy will to see;
Open mine eyes, illumine me,
Spirit divine.

LESSON STUDY.

HYMN: "O God of Hosts" (Long meter).

O God of Hosts, with thy strong hand
Protect our homes and fatherland.
Be thou our shield in war and peace
And guide our steps till life shall cease.

Defend, O God, this land of ours
Its grassy plains, its mountain towers,
Thy blessing be upon it shed,
Like morning dew on flowery bed.

Teach us in truth and light to grow,
Thy laws to love, thy word to know,
In thee we will always abide
O King of Glory, be our Guide.
—*N. Rolfsen.*

Fourth Sunday: Loyalty to Jesus

PRELUDE: (Instrumental) "Consolation" by Mendelssohn.

CALL TO WORSHIP.

Supt.: Blessed is he that cometh in the name of the Lord.

PRAISE HYMN: "When Morning Gilds the Skies."

PRAYER: (of consecreation and loyalty.)

SCRIPTURE: Luke 2:1-8.

HYMN: "Thou Didst Leave Thy Throne."

FELLOWSHIP SERVICE.

Recognition of Birthdays, New Members, Visitors, Church Attendance. Honor Pupils.

Announcements.

Recognition of the World-peoples whom Jesus loves (Missionary feature.)

OFFERING SERVICE.

Supt.: Let each man do according as he hath purposed in his heart: not grudgingly or of necessity; for God loveth a cheerful giver (2 Corinthians 9:7).

Dept.: Bring an offering, and come into his courts (Psalm 96:8b.)
)LLECTING OF OFFERING.
Prayer.
)YALTY SERVICE.
Story (Illustrating loyalty to Jesus.)
Salute to the Christian flag.
I pledge allegiance to my flag, and to the Saviour for whose kingdom it stands; one brotherhood uniting all mankind in service and in love. I salute thee.
Hymn: "Loyalty to Christ."
DEVOTIONAL SERVICE.
Scripture: (How we may show our loyalty) John 15:8-17.
Prayer: (Consecration.)
Hymn: "My Jesus I Love Thee."
CALL TO STUDY:
Thy word is a lamp unto my feet, and light unto my path. (Psalm 119:105.)
LESSON STUDY.
HYMN: "Saviour, Thy Dying Love."
PRAYER.
POSTLUDE: (Instrumental.)

FEBRUARY WORSHIP PROGRAMS FOR YOUNG PEOPLE

By William A. Weber*

'heme for the Month: Discipleship

THE AIM of the worship should be: 1. To magnify the discipleship of hrist; 2. To cause young people to think eriously of their own relationship to hrist; 3. To stir up desire to be a disciple, nd to prove one's worth for such an xalted relationship; 4. To awaken appreiation of the universality of believers, nd of the duties and privileges pertaining to membership in this great Christian rotherhood.

The special weekly themes chosen are:
The Call to Discipleship,
The Cost of Discipleship,
The Character of the True Disciple,
The Catholicity of Discipleship.

In order to enlist as many young people n the worship program as possible, it is uggested that a different leader have harge of the worship period each Sunday. Vhen possible have other designated oung people read the Scriptures as uggested in the programs, also have a umber of singers constitute a choir to ead in the singing of the hymns. Practice in hymn singing before the use of the ymns in worship is recommended as it acilitates ease and accuracy of rendition, nd relieves the attention from preoccuation with the mechanics of the hymn, iving full freedom for heartfelt expresion. In true worship we must feel as ell as understand. Have a copy of Ioffman's "Christ and the Rich Young Ruler," or Zimmerman's "Christ and the ishermen," prominently displayed before he group during this month. If possible ave some one interpret the meaning of he picture as the artist expressed it. Help on this may be had in *The Gospel n Art*, by A. E. Bailey, Pilgrim Press, oston.

It is a great benefit if every member f the group can have a copy of the orship program. If possible have the rograms mimeographed and distributed y the ushers.

First Sunday: The Call to Discipleship

ALL TO WORSHIP:
I was glad when they said unto me, Come, let us go into the house of the Lord.
I will hear what God the Lord will speak:
For He will speak peace unto his people and to his saints.

MUSIC: The piano plays softly through one stanza of "Jesus Calls Us O'er the Tumult." At the close of the stanza the Scripture lesson will be read by four persons, two boys and two girls, each selection alternating with a stanza of the above hymn to be sung by all.

FIRST BOY: Matt. 4: 18-22. The Call of the Four.
All sing the first stanza of the above hymn.

SECOND BOY: Mark 10:17-22. The Rich Young Ruler.
All sing the second stanza.

FIRST GIRL: Matt. 9:9-13. The Call of Matthew.
All sing the third stanza.

SECOND GIRL: Matt. 8:18-22. I will follow Thee.
All sing the fourth stanza.

PRAYER: (by several young men of one class.)
1. For willingness to listen to the call.
2. For understanding to interpret our life call as disciples of Jesus.
3. For readiness to follow Christ in every life situation, at home, at school, at work, at play.

HYMN: "Who Is On the Lord's Side?"
Let a girl sing the stanzas as a solo, all responding in the refrain:
By thy call of mercy,
By thy grace divine,
We are on the Lord's side,
Savior, we are thine.

POEM: (to be read or recited by a girl)

I said, let me walk in the field.
He said, Nay, walk in the town.
I said, there are no flowers there.
He said, no flowers, but a crown.

I said, but the air is thick,
And fogs are veiling the sun.
He said, yet souls are sick,
And souls in the dark, undone.

I said, but the skies are black
And there's nothing but noise and din.
He wept as He sent me back,
There is more, He said, There is sin.

I said, I shall miss the light,
And friends will miss me, they say.
He said, choose thou tonight,
If I am to miss you or they.

I pleaded for time to be given.
He said, is it hard to decide?
It will not seem hard in heaven
To have followed the steps of your Guide.

I cast one look on the field,
Then set my face to the town.
My child, He said, do you yield?
Will you leave the flowers for a crown?
Then into His hand went mine.
And into my heart came He.
And I walk by a light divine
The path I had feared to see.
—*George MacDonald.*

WORSHIP WITH THE OFFERING: Let one member of each class bring the class offering to the front and remain standing during the following prayer.
O God our Father, and Jesus Christ our Master, we bring these gifts as an acknowledgment of thy mastery over our lives. As we bring our money, so help us to bring our lives unto loving obedience to Thy holy will and purpose for each one of us, Amen.
HYMN: "O, Master, Let Me Walk With Thee."
While the classes proceed then to their class rooms for the lesson, let the piano continue to play softly this last hymn.

Second Sunday: The Cost of Discipleship

CALL TO WORSHIP: What shall I render unto the Lord for all his benefits toward me?
I will take the cup of salvation, and call upon the name of the Lord:
I will pay my vows unto the Lord, yea, in the presence of all his people,
In the courts of the Lord's house, in the midst of thee, O Jerusalem.

HYMN: "Thou Didst Leave Thy Throne."

SCRIPTURE: Each selection to be read in unison by different classes or by the boys and girls alternating in the reading. Matt. 10:24-25, 32-39. Disciple not above his Master. Luke 14:25-33. Exacting requirements of discipleship. 1st John 3:13-18. Love, the price of discipleship. Mark 10:23-31. The peril of riches.

HYMN: "My Jesus I Love Thee." (To be sung very softly, one stanza only, followed by a few moments of silent meditation, followed by the morning prayer.)

PRAYER: (by one of the teachers). Pray for understanding and appreciation of the seriousness of life choices, for strength to make right choices, for help to obey Christ cheerfully and implicitly, and for greater love of God and Christ, that will make discipleship life's greatest joy.

HYMN: "Believe Not Those Who Say."

POEM: (To be recited or read by a girl.)

*Professor of Religious Education, The Theological eminary of the Reformed Church In America, New runswick, New Jersey.

He Leadeth Me

In pastures green? No not always, sometimes He
Who knoweth best, in kindness leadeth me
Through weary ways, where heavy shadows be.

Out of the sunshine soft and warm and bright,
Out of the sunshine, into darkest night.
I oft would faint with sorrow and affright,

Only for this, I know He holds my hand.
So whether in the green or desert land,
I trust, although I may not understand.

And by still waters? No, not always so.
Sometimes the heavy tempests o'er me blow,
And o'er my soul the winds and billows go.

But when the storm beats fiercest, and I cry
Aloud for help, behold, He standeth by,
And whispers to my soul, Lo, it is I.

Above the tempest's roar I hear Him say,
Beyond the darkness lies the perfect day;
In every path of thine, I lead the way.

So, whether on the hilltops bright and fair
I dwell, or in the sunless valleys where
The shadows lie, what matters, He is there.

And more than this. Where 'er the pathways lead
He lends no helpless broken reed
But his own hand, sufficient for my need.

So where He leads me I may safely go,
And in the blest hereafter I shall know
Why, in His kindness, He hath led me so.

OFFERING AND PRAYER: (For grace and strength to face the cost of discipleship, to give the full measure of our devotion, to bring our gifts of money, talent or service not grudgingly but in the spirit of Him who used to say, "It is more blessed to give than to receive.")

HYMN: "O, Jesus, I Have Promised." Have the pupils read silently the third stanza instead of singing it, and let the piano play the melody softly and then all sing the last stanza before going to the class period.

Third Sunday: The Character of the True Disciple

INSTRUMENTAL MUSIC: The piano will play softly one stanza of the hymn, "O Jesus, Thou Art Standing," closing with the chords of the Amen.

CALL TO WORSHIP.

Leader: Who shall ascend into the hill of the Lord,
Or who shall stand in his holy place?
He that hath clean hands and a pure heart;
Who hath not lifted up his soul unto vanity, nor sworn deceitfully.

Response:
Search me, O God, and know my heart.
Try me and know my thoughts;
And see if there be any wicked way in me,
And lead me in the way everlasting. Amen.

Leader: Thou wilt keep him in perfect peace whose mind is stayed on Thee.

HYMN: "True-hearted, Whole-hearted, Faithful and Loyal."

SCRIPTURE: (read in unison).
Matthew 5:1-16, the Beatitudes that characterize the disciples of the Christ.

PRAYER: (led by one of the young men and one of the young women).
Pray for clean lives, clean thoughts, clean words, and clean deeds; for strength to stand for the right against easy wrong; for a spirit to work hard and play fair; for charity to all, and a willingness to forgive; for readiness to serve, and for patience under stress of daily duties and irksome toils; for greater love to God and our fellowmen; for faith in Christ and for a master passion to be His true disciple; for forgiveness of sin and shortcomings and victory over every thing that would mar our perfect relationship to God.

HYMN: "Keep Thyself Pure! Christ's Soldier."

Let each stanza be prefaced by the following Scripture by the leader:
Preceding the first stanza the leader will quote or read John 13:35.
Preceding the second stanza, Luke 6:45.
Preceding the third stanza, John 17:15-19.
Preceding the fourth stanza, Romans 8:5, 6, 9, 14.

WORSHIP WITH THE OFFERING: (and prayer for blessing upon all our striving, that our lives may ring as true as the silver and gold: that our characters may daily grow into the likeness of Him who gave himself in fullest devotion to the cause of God and for the salvation of man, till we all attain unto the unity of the faith, and of the knowledge of the Son of God, unto a full-grown man, unto the measure of the stature of the fulness of Christ.)

HYMN: "Dear Lord and Father of Mankind."
Sing the first stanza, read in unison the second and third stanzas, and sing the fourth and fifth.
While the classes then leave for their class rooms let the piano continue playing softly the melody of this hymn.

Fourth Sunday: The Catholicity of Discipleship

CALL TO WORSHIP.

Leader: Behold, the days come, saith the Lord God, that I will make a new covenant with you. I will put my law within you and write it in your hearts. My people shall all be righteous; They shall inherit the earth forever. I, the Lord, will bring it to pass in mine own time.

HYMN: "Blest be the Tie that Binds."

PRAYER: (by the leader) for the church of Christ universal, its prosperity and increase in mission lands, for its purging and strengthening in our own country, for the church in our own local communities, for our own fitness to be members of the church of Christ. Close with the following prayer in unison, having it multigraphed or written upon the blackboard.

Stir me, Oh stir me Lord, I care not how,
But stir my heart with passion for the world.
Stir me to go,—to give,—but most to pray;
Stir till the blood-red banner be unfurled
O'er lands that still in deepest darkness lie,
O'er deserts where no cross is lifted high.

Stir me, stir even me. Thyself wast stirred,
By love's intensest fire, till Thou didst give,
Thine only Son, Thy best beloved One,
E'en to the cruel cross that I might live.
Stir me to give myself so back to Thee,
That Thou canst give Thyself again through me."

SCRIPTURE LESSON: (to be read by the two youngest members in the group)
Mark 9:38-41. He who is not against us is for us.
John 10:16. Other sheep have I which are not of this fold.

HYMN: "The Church's One Foundation." (First and second stanzas)

BRIEF MESSAGE: (from the pastor) on, "The real essence of Christianity that unites all disciples of Jesus Christ."

HYMN: "In Christ There is No East or West."

OFFERING: (and prayer for the blessing of God upon the gifts, and for the establishment of the Kingdom of God through the united work and gifts of black and white, yellow and brown.)

HYMN: The third and fourth stanzas of "The Church's One Foundation."
Have the piano play the hymn as a recessional as the classes go to their respective study rooms.

Note: Hymns suggested are found in *Hymnal for American Youth.* Other appropriate hymns may be substituted.

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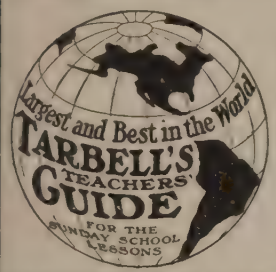

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ADULT WORSHIP PROGRAMS FOR FEBRUARY

By Hermon Eldredge*

THE THEME for the month is "Discipleship." The themes for the worship programs for the four Sundays are as follows:

First Sunday: Enlistment.

Second Sunday: Training.

Third Sunday: Service.

Fourth Sunday. Fellowship.

The programs are built on the basis of the time available for worship in the average school, which may be from ten to twelve minutes.

It is presumed that an opening or "Drill Period" will precede the worship period and that all announcements will be in that period, and the offering in the class periods.

First Sunday: Enlistment, "Come Unto Me"

LEADER:

"Some twenty years ago I was a fisherman
Beside the Syrian sea . . . . . .
Then He came and called and claimed me
For His own. And I followed on holding His mantle.
—*Soliloquy of the Old Disciple.*

HYMN: "Jesus Calls Us, O'er The Tumult." (First stanza.)

RESPONSIVE READING.

Leader: And as he was going forth in the way, there ran one to him, and kneeled to him, and asked him,

Assembly: Good Teacher, what shall I do that I may inherit eternal life?

Leader: Why callest thou me good? None is good save one, even God. Thou knowest the commandments, Do not kill, Do not commit adultery, Do not steal, Do not bear false witness, Do not defraud, Honor thy father and mother.

Assembly: And he said unto him, Teacher, all these things have I observed from youth.

Leader: And Jesus looking on him loved him, and said unto him, one thing thou lackest: go sell whatsoever thou hast and give to the poor, and thou shalt have treasure in heaven: and come, follow me.

HYMN: "Jesus Calls Us O'er The Tumult." (Second and third stanzas.)

Leader: And as they went on the way, a certain man said unto him, I will follow thee whithersoever thou goest.

Assembly: And Jesus said unto him, The foxes have holes, and the birds of the heaven have nests; but the Son of man hath not where to lay his head.

Leader: If thou wilt confess with thy mouth the Lord Jesus, and shalt believe in thine heart that God hath raised him from the dead, thou shalt be saved.

Assembly: For whosoever shall call on the name of the Lord shall be saved.

HYMN: "Jesus Calls Us O'er The Tumult." (Fourth stanza.)

PRAYER: (*All*): Lord, we are thine erring children. All we like sheep have gone astray. But Jesus, the Good Shepherd, has come and sounded a call back to the Father's house. We have sinned against heaven and in Thy sight and are no more worthy to become even servants of Thine. But in our unworthiness we trust in Thy mercy, and in our sinfulness, we trust in Thy forgiveness. Make us in deed and in truth disciples of Thine, worthy of the name, that others seeing us may see Thee and glorify our Father who art in Heaven. This we pray in His saving name. Amen. (Pianist plays "Jesus Calls Us" softly through one stanza, then second stanza in full volume as classes form.)

Second Sunday: Training, "Learn of Me"

LEADER: "Take my yoke upon you and learn of me for I am meek and lowly in heart and ye shall find rest unto your souls."

HYMN: "Lord Speak To Me That I May Speak."

RESPONSIVE SERVICE.

Leader: Assemble the people, the men and the women and the little ones, and the sojourner that is within thy gates, that they may hear, and that they may learn, and fear Jehovah your God, and observe to do all the words of this law.

Assembly: Our God will we serve and unto his voice will we hearken.

Leader: And seeing the multitude, he went up into the mountain; and when he had sat down, his disciples came unto him: and he opened his mouth and taught them saying,

Assembly: Blessed are the poor in spirit: for theirs is the kingdom of heaven.

Leader: Blessed are the pure in heart for they shall see God.

Assembly: Blessed are the peacemakers for they shall be called the children of God.

Leader: Ye are the salt of the earth.

Assembly: If the salt have lost its savor, wherewith shall it be salted.

Leader: Ye are the light of the world.

Assembly: Even so let your light shine before men that they may see your good works and glorify your father which is in heaven.

PRAYER:

Our Father who art in heaven we come confessing our sin and ignorance. We know not any thing aright until we learn of thee. Guard thou our minds from error that our hearts may be freed from loving the unlovely and our feet may be kept from wandering in forbidden ways. Teach us, Lord, that we may go forth as true messengers of Thine and give the sure word of life in our every word and act. May we serve Thee in spirit and in truth for the glory of Thy name and the welfare of our fellows, we humbly beseech Thee. Amen.

HYMN: "Open My Eyes."

(Have pianist play hymn softly as classes assemble.)

Third Sunday: Service, "Follow Me."

LEADER: "Not every one that saith unto me Lord, Lord, but he that doeth the will of my Father which is in heaven."

RESPONSIVE SERVICE.

Leader: For the Son of man came not to be ministered unto but to minister.

Assembly: A servant is not greater than his Lord; neither one that is sent greater than he that sent him.

HYMN: "Lead On O King Eternal (Lancaster)

Leader: Serve the Lord with gladness.

Assembly: The joy of the Lord is thy strength.

Leader: Blessed are those servants, whom the Lord when he cometh shall find watching.

Assembly: Not slothful in business, fervent in spirit, serving the Lord.

PRAYER: By leader, closing with the Lord's Prayer.

HYMN: "Stand Up, Stand Up For Jesus." (First stanza.)

Leader: Stand fast in the faith; quit ye like men; be strong.

Assembly: We must work the works of him that sent me while it is day; the night cometh when no man can work.

Leader: Wherefore my beloved brethren be ye steadfast, unmovable, always abounding in the work of the Lord, forasmuch as ye know that your labor is not in vain in the Lord.

Assembly: Pure religion and undefiled before our God and Father is this, to visit the fatherless and the widow in their affliction, and to keep oneself unspotted from the world.

All: For as the body apart from the spirit is dead, even so faith without works is dead.

HYMN: "Stand Up, Stand Up For Jesus." (Second stanza.)

(Have pianist play hymn as classes assemble.)

*Secretary of Administration, Managing Editor Sunday School Literature, The Christian Church, Christian Education Department, Dayton, Ohio.

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Fourth Sunday:
Fellowship, "Abide With Me."

LEADER:
"Wonderful Redeemer, Counselor and Friend,
Matchless in His mercy, loving to the end,
In your joy or sorrow, meet him here today,
Meet Him there tomorrow, dwell with Him alway."

RESPONSIVE SERVICE.
Leader: If ye abide in me and my words abide in you, ye shall ask what ye will, and it shall be done unto you.
Assembly: When thou passeth through the waters, I will be with thee; and through the rivers, they shall not overflow thee.

HYMN: "O Jesus I Have Promised."

PRAYER (*All*): Lord, we have known that Thou art our Father in heaven and we pray that we may know as well that Thou art our Father on earth, and that Thou art our Father here and now. Grant us, we pray, a realizing sense of Thy presence in our everyday lives, to the end that Thou mightest guard us from evil and guide us in ways of truth and give us the fellowship of Thy presence. May Thy blessed presence seem as real to us as the love of friends, and the fellowship of those most dear to us. This is the burden of our morning prayer. Amen.

HYMN: "I Need Thee Every Hour."

Leader: Lo, I am with you always, even unto the end.
Assembly: Let us lay aside every weight and the sin which doth so easily beset us, and let us run with patience the race that is set before us, looking unto Jesus the author and finisher of our faith.

(Pianist plays softly one stanza of "I Need Thee Every Hour," and then the chords in full volume as classes assemble.)

WORSHIP PROGRAMS FOR THE SCHOOL WITH COMBINED DEPARTMENTS

By Verna Marie Vieth*

THESE PROGRAMS are presented to meet two very distinct needs. By far the largest number of Sunday schools in this country find it necessary to combine two or more of the commonly recognized departments, particularly beyond the primary department, for the worship service. *While it is recognized that wherever possible each department should have its own worship period, we must meet the actually existing needs.*

The second need which these programs are designed to meet is that of the school which cannot use the more elaborate programs with scripture responses and other material which make it necessary to print or duplicate them so that copies can be placed into the hands of pupils.

The ages borne in mind in preparing these programs are nine years and upward. Some sacrifice must at times be made of the interests of one or the other portion of a group of mixed ages, and it will be found in these programs that in some cases they are better adapted for younger pupils, and again for older ones. It is however our purpose to present materials which will come as nearly as possible to meeting the interests of the entire group.

While the materials will be presented in sufficiently concrete and definite form to make them available for the simplest situation, it is not proposed that every program shall be used as outlined. It is highly desirable that leaders use a large amount of freedom in adapting the suggested materials to local situations. For those who make such use of the materials, these articles will be more in the nature of a course in program building than a series of programs.

General Plan of Programs

THE PLAN will be followed of having a more or less set general order of service, into which a variety of details will be fitted. This is done because familiarity with the order of things is an aid to freedom of expression in worship and eliminates much announcing which would otherwise be necessary when no printed order of service is used.

It is recognized that there are at least three functions which the assembly program must fulfill: (1) worship, (2) training in worship, or, the assembly training period, (3) necessary business and announcements. A definite place will be made for each of these items to avoid the confusion which usually results because they are intermixed.

The Use of Hymns

THE HYMNS used in these programs are such as will be found in all the best hymnals, actual selection being made from the *Hymnal for American Youth*. All hymns are fitted to the theme of the program, and this unity should be carefully preserved by leaders who find it necessary to make substitutions. All hymns used in the actual worship program should be familiar. This will make it necessary to plan far enough ahead to teach new hymns in the assembly teaching period before they come up in worship programs. Provision is made to have hymns used again and again at intervals so that pupils may become thoroughly familiar with them, and so that a complex of understanding and emotion may be built up around them.

The Use of Stories

STORIES form a part of most of the programs. Sometimes they are used as a preparation for worship and sometimes as a part of the worship program, depending both on the nature of the program and the nature of the story. The attempt has been made to limit the selection of stories to as small a number of books as possible, so as to make it practical for any Sunday school to provide itself with these necessary materials. Any school expecting to use these programs should provide the leader with all the books listed below. Sometimes they can be gotten from a public library, but since they are inexpensive, it is recommended that they be purchased for the school.

Cabot, *Ethics for Children*, Houghton, Mifflin Company.

Hartshorne, *Stories for Worship and How to Follow Them Up*, Chas. Scribner's Sons.

Lambertson, *Rules of the Game*, Abingdon Press.

Stowell, *Story Worship Programs for the Church School Year*, Geo. H. Doran Co.

Stowell, *More Story Worship Programs for the Church School Year*, Geo. H. Doran Co.

The Children's Story Garden, J. B. Lippincott Co.

Worship Programs for February

TYPE PROGRAMS

Theme: The Master's Love

First Sunday

OPENING HYMN: "Saviour, Teach Me Day by Day."

ANNOUNCEMENTS.

ASSEMBLY TEACHING PERIOD.
For the teaching of new worship material such as hymns, responses, and any material to be used for worship in the future.

SERVICE OF WORSHIP.
Prelude.
Call to Worship.
Leader: Blessed be the Lord God, the God of Israel,
Who doeth only wondrous things.
School: And blessed be his glorious name forever:
And let the whole earth be filled with his glory.
Song: "Holy, holy, holy, Lord God of Hosts!
Heaven and earth are full of thee,
Heaven and earth are praising thee.
O Lord most high!" (Refrain from "Day is Dying in the West")
The Lord's Prayer.

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CRANNELL'S POCKET LESSONS, 1927
By Philip Wendell Crannell. 196 pp. Price 40 Cents. Judson Press, Phildaelphia.

THE GIST OF THE LESSON, 1927
By R. A. Torrey. 154 pp. Price 35 cents. Fleming H. Revell Company, New York.

THE LESSON HANDBOOK, 1927
By Henry H. Meyer. 154 pp. Price 35 Cents, Methodist Book Concern, New York and Cincinnati.

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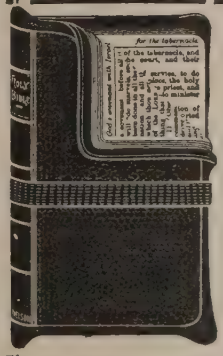

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Story: "Jesus and Zacchaeus" from the Bible: "In the Streets of Jericho," *The Children's Story Garden;* "A Little Man Who Climbed a Tree," *Bible Story Book,* by Danielson. May be told by leader, a teacher, or an older boy or girl.
Hymn: "Immortal Love, Forever Full"
Prayer. (Voicing the theme of the day)
Offertory Service:
a. Music while those previously appointed take up offering.
b. When offering is brought forward, school rises and sings,
"We give thee but thine own,
Whate'er the gift may be:
All that we have is thine alone,
A trust, O Lord, from thee.
Amen."
MUSIC: (for orderly passing to classes.)

Second Sunday: Where Love Is, God Is

OPENING HYMN: "Love Divine, All Love Excelling."
ANNOUNCEMENTS.
ASSEMBLY TEACHING PERIOD.
SERVICE OF WORSHIP.
Prelude.
Call to Worship.
Song: "Holy, holy, holy, Lord God of Hosts!"
The Lord's Prayer.
Scripture: I Corinthians 13—read or recited by an intermediate pupil.
Story: "Where Love Is, God Is." (*Rules of the Game.* Told by the leader.)
Prayer.
Hymn: "Father in Heaven, Who Lovest All," or "Love Thyself Last."
Offertory Service.
MUSIC: (for orderly passing to classes.)

* * *

IN THESE two type programs the reader will see the form is essentially the same, but that the details are entirely different. There is also a slight difference in the placing of the prayer. The prayer should be placed where it will have the most meaning, and following that other number in the service which leads the pupil into an attitude of prayer. In the first program it seems best following the wonderful hymn "Immortal Love, Forever Full." In the second program, possibly the climax of the worship service is at the close of the story, therefore the prayer has been placed following that.

Below are suggestions for planning the programs for the third and fourth Sundays.

Third Sunday: Love For Friends

Stories: Damon and Pythias, *Ethics for Children.*
David and Jonathan, The Bible.
Hymns: "Father in Heaven, Who Lovest All."
"Love Thyself Last."
"Saviour, Teach Me Day by Day."
"I Would Be True."

Fourth Sunday: Love Toward Those Who Have Harmed Us

Stories: Advertising For A Thief, *The Children's Story Garden.*
Hymns: "Father in Heaven, Who Lovest All."
"Love Thyself Last."

FOR THE opening hymn it is suggested that the leader select any good, familiar hymn, not necessarily related to the theme of the day. In these program suggestions, selection of opening hymns will usually be left to the local school. The hymn suggestions above are for the service of worship.

As has been stated previously, these programs are planned for schools that do not use the mimeographed or printed program. In order to have the service of worship run smoothly, and to avoid the announcing of each number, it is suggested that the part which is repeated week after week for a period of time be written upon a blackboard or large sheet of heavy white paper or cardboard and placed in the front of the room where all can read it. Such sheets of paper may be purchased from any printer for a few cents. The writing may be done with black crayola. In the February programs the part of the service of worship from the prelude through the Lord's Prayer should be put upon this blackboard or sheet. If there is not room for the call to worship, omit the words of the leader. Most schools are familiar with "Holy, holy, holy, Lord God of Hosts," so the first line will suffice. If the words of the offertory are new they should also be posted where all can see till they are memorized. If this is done the leader need not say a word during the first part of the worship service, the school will understand that the numbers follow upon each other unannounced.

The wise leader will have this cardboard with the program written on it before the school on the last Sunday in January. It would be advisable to spend the assembly teaching period of that day getting familiar with the new service especially the first part and the offertory hymn.

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THE SPIRIT OF CHRIST. By Charles R. Erdman. 119 pp. Price $1.50. George H. Doran Company, New York.

A FRIENDLY WORLD. By Ethel Franklin and Annie E. Pousland. 168pp. Price $1.50. The Beacon Press, Boston.

EIGHT WAYS OF LOOKING AT CHRISTIANITY. By Granville Hicks. 141 pp., Price $1.50. The Macmillan Company New York.

GUIDANCE OF CHILDHOOD AND YOUTH. READINGS IN CHILD STUDY. Compiled by Child Study Association of America. 324 pp. The Macmillan Company New York.

INTRODUCTION TO THE PSYCHOLOGY OF RELIGION. By Frank S. Hickman. 557 pp. Price $3.00. The Abingdon Press, New York and Cincinnati.

DAY AFTER DAY. Compiled and Arranged by Harold McAfee Robinson. 103 pp. Price 75 cents. Westminster Press, Philadelphia.

WHAT DOES CHRIST EXPECT OF YOUNG PEOPLE TODAY? By T. H. P. Sailer. 139 pp. Price 75 cents. The Pilgrim Press, Boston and Chicago.

THE TEACHING ON THE MOUNT. By Frank M. Sheldon. 38 pp. Price 25 cents. The Pilgrim Press, Boston and Chicago.

THE FORMATION OF THE NEW TESTAMENT. By Edgar J. Goodspeed. 210 pp. Price $1.50. The University of Chicago Press, Chicago.

ADVENTURES IN HABIT-CRAFT. By Henry Park Schauffler. 164 pp. Price $2.00. The Macmillan Company, New York.

CREATIVE PERSONALITY. By Ralph Tyler Flewelling. 320 pp. Price $2.50. The Macmillan Company, New York.

SNOWDEN'S SUNDAY SCHOOL LESSONS, 1927. By James H. Snowden. 412 pp. Price $1.25. The Macmillan Company New York.

LUTHER BURBANK. By Frederick W. Clampett. 144 pp. Price $1.50. The Macmillan Company, New York.

FLORENCE SIMMS. By Richard Roberts. 292 pp. The Woman's Press, New York.

A MAN'S FAITH. By Wilfred T. Grenfell. 87 pp. The Pilgrim Press, Boston and Chicago.

ADVENTURES IN STORYLAND. By Frances Lilian Taylor. 128 pp. Price 60 cents. Beckley-Cardy Company, Chicago.

STORY-BOOK TALES. By Mina Pearl Ashton. 112 pp. Price 70 cents. Beckley-Cardy Company, Chicago.

STUDENT RELATIONSHIPS. By Walter G. Clippinger. 145 pp. Price $1.50. Thomas Nelson & Sons, New York.

RULES OF LIFE FOR BOYS AND GIRLS. By Marion Colman. 235 pp. Price $1.50. Fleming H. Revell Company, New York.

THE SPIRIT OF THE GAME. By Basil Mathews. 253 pp. Price $1.50. George H. Doran Company, New York.

BACK TO THE HOME. By David William Ferry. 142 pp. Price $1.50. George H. Doran Company, New York.

CHRIST'S LAST MESSAGE TO HIS CHURCH. By William Evans. 223 pp. Price $1.75. Fleming H. Revell Company, New York.

SAINT FRANCIS THE LITTLE POOR MAN OF ASSISI. By James O. Dobson. 152 pp. Price $1.50. Fleming H. Revell Company, New York.

THE BOY WITH THE U. S. MARINES. By Francis Rolt-Wheeler. 259 pp. Price $1.75. Lothrop, Lee, and Shepard Company, Boston.

THE LESSON HANDBOOK 1927. By Henry H. Meyer. 154 pp. Price 35 cents. The Methodist Book Concern, New York and Cincinnati.

HOLY BIBLE (ILLUSTRATED), THE ILLUSTRATED NEW TESTAMENT, NEW TESTAMENT (ILLUSTRATED). Oxford University Press, New York.

THE RELATION OF THE STATE TO RELIGIOUS EDUCATION IN MASSACHUSETTS. By Sherman M. Smith. 350 pp. Price $3.50. Syracuse University Book Store.

CHILDREN'S STORIES. By Eveleen Stein. 175 pp. Price $1.65. L. C. Page and Company, Boston.

CHATTERBOX, 1927. 316 pp. Price $1.75. L. C. Page and Company, Boston.

THROUGH SCIENCE TO GOD. By Charles H. Tyndall. 269 pp. Price $2.00. Fleming H. Revell Company, New York.

REALITY. By Burnett Hillman Streeter. 350 pp. Price $2.50. Macmillan Company, New York.

PALESTINE AND TRANSJORDANIA. By Ludwig Preiss and Paul Rohrbach. 230 pp. Price $10.00. Macmillan Company, New York. (See page 22.)

GOD'S GREAT PLAN FOR MANKIND. By Eva M. Stilz. (Pupil and Teacher's Books). 69 and 85 pp. respectively. Price 40 cents and 75 cents each. United Lutheran Publication House, Philadelphia.

GOD AND HIS HELPERS. By Mabel B. Fenner. (Pupil and Teacher's Books). 100 and 133 pp. respectively. Price 50 cents and 85 cents each. United Lutheran Publication House, Philadelphia.

STUDENT RELATIONSHIPS. By Walter G. Clippinger. 145 pp. Price $1.50. Thomas Nelson and Sons, New York.

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THE RELATION OF THE STATE TO RELIGIOUS EDUCATION IN MASSACHUSETTS. By Sherman M. Smith. 350 pp. Price $3.50. Syracuse University Book Store, Syracuse, New York.

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THE CHAPLET OF PEARLS. By C. M. Yonge. 300 pp. Price $2.00. L. C. Page and Company, Boston.

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DAY AFTER DAY (Second Series). Compiled and Arranged by Harold Mc A. Robinson. 103 pp. Presbyterian Board of Christian Education, Philadelphia.

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e Formation of the New Testament. By Edgar J. Goodspeed. 210 pp. Price $1.50. The University of Chicago Press, Chicago.

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The Twenty-Sixth Yearbook of the National Society for the Study of Education. 475 pp. Price $1.75. Public School Publishing Company, Bloomington, Illinois.

Curriculum making: Past and Present, is the title of Part I, of the *Twenty-Sixth Yearbook of the National Society for the Study of Education.* It brings together in one volume many attempts at curriculum making as they are at present carried on in different parts of the country, and in different types of schools. Closes with a critical evaluation of current practice in curriculum making by Harold Rugg and Geo. S. Counts, and an annotated bibliography of the significant literature on curriculum making.—*P. H. V.*

American Villagers. By C. Luther Fry. 201 pp. Price $2.50. George H. Doran Company, New York.

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Eight Ways of Looking at Christianity. By Granville Hicks. 141 pp. Price $1.50. The Macmillan Company, New York.

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Varieties of Adolescent Experience. By E. Leigh Mudge. 134 pp. Price $1.75. The Century Company, New York.

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Introduction to the Psychology of Religion. By Frank S. Hickman. 558 pp. The Abingdon Press, New York and Cincinnati.

The author makes a real contribution in a field of great importance just now. Professors and students and certain general readers will read with profit this scholarly book. The five parts are: Background of the Problem, Religion and the Religious Mind, Major Factors in Religious Experience, Genesis and Growth of Religious Experience, Worship, Psychological Aspects of Religious Belief.

A Curriculum of Worship for the Junior Church School (Vol. II) By Edna M. Crandall. 364 pp. Price $2.00. The Century Company, New York.

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